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The
Agnes Scott
Alumnae Quarterly

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The
Agnes Scott
Alumnae Quarterly

Home Coming Number

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Table 1. Mean (SD) age, height, weight, and body mass index (BMI) of the 100 children in the study

Measure	Mean (SD)
Age (years)	10.2 (0.5)
Height (cm)	145.2 (10.1)
Weight (kg)	38.5 (10.2)
BMI (kg m ⁻²)	18.5 (3.2)

children were asked to perform a series of tasks designed to assess their ability to perform a range of physical activities. The tasks were performed in a sequence, and the order of the tasks was randomized.

The first task was a 100-m sprint. The children were asked to run as fast as they could for 100 m. The time taken to complete the sprint was recorded.

The second task was a 100-m shuttle run. The children were asked to run back and forth between two lines 100 m apart for 10 minutes. The number of shuttles completed was recorded.

The third task was a 100-m obstacle course. The children were asked to run a 100-m course that included a series of obstacles. The time taken to complete the course was recorded.

The fourth task was a 100-m relay race. The children were asked to run a 100-m relay race with their classmates. The time taken to complete the race was recorded.

The fifth task was a 100-m endurance run. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

The sixth task was a 100-m agility test. The children were asked to run a 100-m course that included a series of cones. The time taken to complete the course was recorded.

The seventh task was a 100-m speed test. The children were asked to run a 100-m course as fast as they could. The time taken to complete the course was recorded.

The eighth task was a 100-m endurance test. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

The ninth task was a 100-m speed test. The children were asked to run a 100-m course as fast as they could. The time taken to complete the course was recorded.

The tenth task was a 100-m endurance test. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

The eleventh task was a 100-m speed test. The children were asked to run a 100-m course as fast as they could. The time taken to complete the course was recorded.

The twelfth task was a 100-m endurance test. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

The thirteenth task was a 100-m speed test. The children were asked to run a 100-m course as fast as they could. The time taken to complete the course was recorded.

The fourteenth task was a 100-m endurance test. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

The fifteenth task was a 100-m speed test. The children were asked to run a 100-m course as fast as they could. The time taken to complete the course was recorded.

The sixteenth task was a 100-m endurance test. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

The seventeenth task was a 100-m speed test. The children were asked to run a 100-m course as fast as they could. The time taken to complete the course was recorded.

The eighteenth task was a 100-m endurance test. The children were asked to run a 100-m course for as long as they could. The time taken to complete the run was recorded.

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MISS NANNETTE HOPKINS, *Dean*

Alumnae Home-Coming

MARY BEN (WRIGHT) ERWIN, '25

(Chairman of the Curriculum Committee)

Our annual Thanksgiving Home-Coming now carries a double significance: the cherished reunion with college friends and the return to classrooms. The plans for the coming week-end have been arranged to meet the suggestions that have come to us from interested alumnae who have attended former sessions. Our classes will be conducted throughout the day on Friday rather than two morning sessions on Friday and Saturday. Dr. McCain has graciously extended to us an invitation to lunch, when the White House dining room will be open to alumnae.

The Book Committee will furnish the first speaker during the regular morning chapel hour. That will be followed by two one-hour lectures in Buttrick. The afternoon program includes two lectures with classes ending at 3:30. The Lecture Association will have charge of the evening program, to which alumnae will be admitted for the usual price of seventy-five cents, if the tickets are bought through the Alumnae Office.

Saturday morning is left open for each to plan her own day. Alumnae will be welcome at the regular classes with favorite professors. For those who choose to shop, the same Decatur street cars run to Atlanta and some of the same friendly operators will recognize you when you pay your nickel.

The Home-Coming tea is the high light of the Alumnae Week-End and the outstanding event of Thanksgiving at Agnes Scott. It will be held in the Alumnae House on Saturday afternoon, from four until six o'clock. The greater the number of guests, the more successful the tea. Every alumna is invited and all near enough are expected to attend. Remember the tea is a BIRTHDAY PARTY!

THE AIM OF THE LIBERAL COLLEGE

DR. GEORGE P. HAYES

(An address made at Chapel on the morning of September 23, at the time of the announcement of the 1932-1933 Honor Roll)

My words this morning are addressed especially to those of you who have just entered college and are looking about eagerly for a way of life. To you I would say, the liberal college points out a way that you may follow not merely during the years of your course here but throughout the life that lies beyond the college gates. Your teachers are already traveling it. We invite you to set out on it with us.

Last year in a talk from this platform I said that the two main traditions of western civilization have been the Christian and the classical, that these traditions, which consisted of a very definite philosophy of life, a scale of values, and a discipline, were broken down by the Romanticists in the late eighteenth and early nineteenth centuries, and that since then neither the old traditions nor any new synthesis of life has received general acceptance. When an old discipline has been discarded and no new one set up in its place, the result is anarchy, and that is exactly what we have today.

This morning I wish to take up the thought at that point, and show how the liberal college is attempting to meet this crisis and what your contribution to the present situation may be. The method of procedure of the college is to set before you certain objectives, the achievement of which will qualify you to play a part in the rebuilding of our social life.

The first task that faces you is to discover just what those values are on which our civilization rested from Pericles to Rousseau. You are by no means to accept them as yours just because they have been serviceable in the past, but in order to test their value to us today you must, to begin with, discover what they are. To do so, you must study the main civilizations of the past—classical, medieval, and Renaissance—in all their phases—intellectual, social, and artistic. Merely to do this adequately is the work of many years, to say the least. Yet that is just the beginning of your task.

After you have come to know "the best that has been thought and said in the world," you have to correlate and integrate this body of knowledge, and assimilate it. This second step is much more difficult than the first, and is completed, if at all, only in the years of maturity. Yet it is a necessary step for you to take. For only by comparing the different phases of a given civilization can you arrive at the principle which underlies them all. Only by comparing one civilization with another can you find that element of *unity* in human experience which exists despite the superficial differences. Only in this way can you rise to the level of seeing life in the double aspect of unity in diversity. On the one hand, life is constantly changing and nothing visible remains the same. On the other hand, there is "something deep down in the human breast that craves the abiding" and that sees beneath the surface of life a fundamental Oneness, which the Christian calls God. The finest discussion of this whole problem is in Plato, and the poet Shelley is but setting to immortal music the sublime language of Plato when he says in *Adonais*:

"The One remains, the many change and pass;
Heaven's light forever shines, Earth's shadows fly;
Life, like a dome of many coloured glass,
Stains the white radiance of Eternity,
Until Death tramples it to fragments."

The modern age is preoccupied with the problem of the Many—that is, with the infinite diversity of life, with the uniqueness of each moment's experience, with the strange and the morbid elements in human nature. "Life," says Bergson, "is a perpetual gushing forth of novelties." The relativity of all things is the common creed of the

day. Right here is where the liberal college can make one contribution to modern thought—by pointing out that there is an element of Oneness in life which has been sadly forgotten. This element is clearly perceptible in literature if we study it by the comparative method—if we notice that the medieval Thomas Aquinas and the Renaissance writers alike built their thought largely on Aristotle, that Dante regarded Vergil his master, that Goethe made the classics his models, and that the great French tradition from Racine and Montaigne to Sainte-Beuve and Brunetière is but a vital continuation of the classical viewpoint in modern times. By comparing literature with literature we come to see the universal elements in all—the oneness underlying the diversity. We come to a conception of man as man—his fundamental sameness everywhere—a conception which needs stressing in this day of emphasis on racial and national differences.

From what has just been said you can, perhaps, guess what your third step must be. After you have assimilated the characteristic features of the great civilizations of the past, you have a conception of what elements are essential to all great civilizations and consequently a standard whereby to judge the present. Your third step, then, is to apply that standard to the life of today, determine what essential elements we lack, and supply them. Every age is onesided, stressing certain truths at the expense of others equally true. Your task is to round out and complete the present by supplying from the past those truths which the age is neglecting to its detriment. As Goethe says, we must oppose to the aberrations of the hour the masses of universal history. One such aberration I made the subject of my former talk—our inadequate conception of man, who today is usually treated in literature as if he were an animal, a moron, or a fit subject for an insane asylum. A second aberration I have just been discussing—our emphasis on the Many at the expense of the equally vital truth of the One.

Another phase of this aberration is seen in the fact that our age, especially here in America, is one of external action, of "efficiency", of physical energy expended on physical and material things. In this sphere we have done wonders; but in the superficial existence that has come from this way of life we have paid a heavy price for the neglect of the contemplative life, the life of the mind and the spirit. Main Street and Babbitt have been the result. It is for the colleges to redress the balance by reminding the present that down to the time of Francis Bacon the greatest thinkers, on the whole, from Aristotle and Plato to Thomas Aquinas regarded the contemplative life as superior to the active; Mary rather than Martha chose the better part. The Christian Church has long asserted this truth and still has its great influence, but unfortunately the leadership of today is no longer in the church. The liberal college, as the trusted guardian of the intellectual treasures of the past, should proclaim from the housetops what the Greek attitude was. In the words of Bosanquet, "Leisure—the word from which our word 'school' is derived—was for the Greek the expression of the highest moments of the mind. It was not labor; far less was it recreation. It was that employment of the mind which by great thoughts, by art and poetry which lift us above ourselves, by the highest exertion of the intelligence, as we should add, by religion, we obtain occasionally a sense of something that cannot be taken from us, a real oneness and centre in the universe; and which makes us feel that whatever happens to the present form of our little ephemeral personality, life is yet worth living because it has a real and sensible contact with something of eternal value."

At this point in our quest the mental life is fused with the spiritual and we think inevitably of the golden chain of prophets, mystics, and saints that are the glory of the Christian church. Instead of quoting from them, however, I would, if I had time, read you a famous passage from the *Symposium* in which Plato describes how the lover of beauty and truth should begin by loving the beauty of an individual form, thence proceed to the beauty of all forms, from beauty of form mount to beauty of soul, thence to beauty of conduct, knowledge and wisdom, and finally gain the vision of universal abstract beauty, whence all the rest proceeds. This passage, perhaps the finest

statement of the purpose of the liberal college ever written, ought, figuratively speaking, to be inscribed on the lintels, and imprinted in the hearts of the students, of every college in the land.

I have thus far suggested ways in which the liberal college through its graduates may influence modern life so as to round it out and complete it. But the liberal college not merely aims to remould the intellectual bases of society. It also tries to shape the personal life and character of its students. To the individual the liberal education should mean, as I have tried to show, the acquisition of intellectual symmetry and the cultivation of the spiritual life. It should mean also the discipline of the character and the will. To assimilate the past and to bring it to bear on the present requires hard, sustained thinking and concentrated effort of the will. Then, in another way the liberal education is intimately related to the formation of character, for one's personality is subtly influenced by one's reading. When Gamaliel Bradford tells us that his study of Mark Twain had a deteriorating influence on his character, we may well take into consideration the moral effect of reading on the young college student. I am not defending Mrs. Grundy, nor am I advocating literary censorship. I am thinking of the fact that in proportion as, through reading and study, one lives intimately and long with Rousseau, Chateaubriand, Stendhal, Balzac, Baudelaire, and Zola—to take examples from French literature—one is being encouraged and stimulated, in the case of the earlier writers, to feel one's emotional pulse, to develop a sort of spiritual pride, to revel in the ways of the flesh, to live in idle revery and dream, and to regard one's self as the victim of one's environment; and in the case of the later writers, to worship the man of force or the man of wealth, to regard one's self as an animal, and to live in a world of nightmare and degeneracy. The same might be said substantially of many writers in English from Byron and Poe to James Joyce and William Faulkner. I do not say that the emotional or mental attitudes just mentioned are not fit subjects for art if treated from the proper standpoint. Shakespeare, in *Macbeth*, handles the material of a tale by Poe and gives it a balanced and humane treatment that makes it one of the supreme plays of the world. Neither do I say that students should not read the Romantic and Realistic literature. I say simply that in reading it they should realize that these writers, in their attitude toward their material, point the way to barbarism, not civilization. The fault lies less with the writers themselves than with their age, which did not provide them, as a background for their creative work, with an adequate philosophy of life, a philosophy which regards feeling or revery as less important than disciplined action, and which prefers the normal to the abnormal, the control of one's less worthy desires to the unrestrained expression of them, and health to degeneracy.

Our leading English poets are still Chaucer, Shakespeare, and Milton, and they are so in part because, writing under the sustaining and sanative influence of the Christian and classical traditions, they give us a world of will and action, a world based on firm moral standards, a large and healthy universe of many people. Speaking generally, the conception of the freedom of the will dropped permanently out of our literature with the coming of the Romanticists, and with it the concept of moral responsibility for one's actions. For this reason if for no other we in the liberal college should steep ourselves in the older literature more than in the new if the college is to have its proper influence on the individual character.

I have been discussing the effect of a liberal education on the intellectual and moral life of the individual. Time prevents me from even mentioning other important aspects of the personal life which the liberal college tries to develop. Our aim is to expand all sides of the personality so as to achieve the symmetrical life described in the words of Joubert: "Man is an immense being in some sort, who may exist partially but whose existence is delectable in proportion as it becomes full and complete."

By way of epitome of all that has preceded, it may be said that, bating the question of slavery, the Greeks of the great age came nearest to building an ideal civilization and culture. Their conception of man, their standard of values, their sense of beauty, their intellectual life, their literature imaginative in the highest degree yet rational and profoundly experienced, above all their vision of a balanced and harmonious life which Leonardo called "the antique symmetry"—all of these explain why we still at this late day need to center our studies as never before around the classics.

I do not advocate a servile imitation of the Greeks, nor should we long idly for the return of a day that is gone. But, culling the universal elements from the past, we can attain to a vision which will enable us to make over both ourselves and the life about us. If in this way we can build a truly humane civilization, perhaps therefrom will come a creative literature more satisfying to the hearts and minds of most of us than the efforts of Dreiser or Eugene O'Neill. And, more important, we shall come nearer to the goal of every one of us—namely, happiness.

This conception of the liberal education is no new doctrine. It is the precious intellectual heritage of civilization handed down to us through the centuries, a heritage which, with the undermining of traditional values, we are actually in danger of losing. The program which it proposes for each one of us is practical, and has its bearing on the lessons you are studying today. It gives to everyone—teacher and student alike—a part to play in proportion to his ability, a part that may profitably occupy him through the days ahead. For knowledge of the past is dead and useless until it has taken harmonious shape in the mind, has worked upon the heart, and has assumed visible form in a remoulded society. This transmutation of knowledge into life is achieved but slowly and with difficulty as mind and will gradually mature.

Meanwhile, today and here there are genuine joys of the mind which may be ours for the asking. Each one of us can share right now in that fine fruit of the intellectual life—good talk, talk that widens our horizons, freshens our enthusiasms and achieves for us a "marriage of true minds". And we can all read books and enjoy "the quiet and still air of delightful studies". In the words of Alphonsus, King of Arragon: "Among so many things as are by men possessed or pursued in the course of their lives, all the rest are baubles besides old wood to burn, old wine to drink, old friends to converse with, and old books to read."

NOTE: *Anyone interested in the viewpoint and methods of treatment of this essay is invited to read the books of Irving Babbitt, formerly Professor of French Literature in Harvard University, my teacher and Master.*—G. P. H.



THE SOCIAL DETERRENT OF OUR NATIONAL SELF-RIGHTEOUSNESS

JANE ADDAMS

(One of a series of articles on "Continued Education for Alumni," sent out to member Magazines of the American Alumni Council by the Alumni Features Service)

Our national self-righteousness, often honestly disguised as patriotism, in one aspect is part of that adolescent self-assertion which the United States has never quite outgrown, and which is sometimes crudely expressed, both by individuals and nations, in sheer boasting. In another aspect it is that complacency which we associate with the elderly who, feeling justified by their own successes, have completely lost the faculty of self-criticism. Innocent as such a combination may be, it is unfortunate that it should have been intensified at this particular moment when humility of spirit and a willingness to reconsider existing institutions are so necessary to world salvation.

To illustrate—Senator Borah suggested that the cancellation of war debts owed by the allied European nations to the United States be considered with the provision that the nations which take advantage of the offer shall consent to reduce their armaments. And yet the United States makes no proposition to disarm itself! This is doubtless due to the fact that we are fully convinced of our own righteousness, of our own beneficent intentions; but this very attitude toward ourselves may make the offer unacceptable to other nations.

It is not difficult to trace the historic beginning of such a national self-righteousness. The persecuted religious sects which first settled so much of the Atlantic Coast were naturally convinced that they bore witness to the highest truth and were therefore the chosen people. William Penn, who bought from the Indians every acre of land in his own royal grant, said that he visited the various communities "who were of a separating and seeking turn of mind", and in spite of his insistence upon religious freedom, he was ever surrounded by a good many "come-outers". These very separatists, from Plymouth to Philadelphia, who ultimately federated into the Thirteen Colonies, probably achieved it as much through a similarity of temperament as through a common devotion to political doctrines. They undoubtedly bequeathed both to their successors, and certainly the former made a very good foundation for this national trait.

Another historic manifestation of the spirit of superiority so easily turned into self-righteousness, is discovered as early as 1830 in a national attitude toward the European immigrants who came over in ever increasing numbers until by 1913 the annual arrivals were over a million. A consciousness of superiority constantly tended to exalt the earlier Americans and to put the immigrants into a class by themselves, until it became an obvious deterrent and was responsible for several social maladjustments.

First, for our tardiness in passing protective legislation. Since every approach to labor problems in the United States had to do with immigrants because they form the bulk of the wage-earning population, it eventually came to be considered patriotic to oppose governmental measures for workman's compensation, for unemployment insurance, and for old-age security. Over-crowded tenements, sweating systems, a high infant death-rate, and many another familiar aspect of unregulated industry also became associated in the public mind with the immigrant. Unlike the impassioned study of poverty made in England during the '80's, resulting in the belief that a representative government was performing its legitimate function when it considered such matters, we in the United States, in the very same decade, found an alibi for all of our disturbing industrial problems and put them off on the immigrant.

William Penn affords an antithesis of all this, and presents a direct method of avoiding the difficulties of self-righteousness in his relations with the aliens who confronted him—the North American Indians, for more than a century regarded by the New England colonies as untamed savages. His 1682 treaty with them, impressively consummated by two self-respecting political entities, was made as between equals and was mutually

binding. Moreover, he assured the non-English settlers in his colony—the Dutch, the Swedes, and the Germans, that “you shall be governed by laws of your own making, and live a free and if you will, sober and industrious people”, and each group at once received the franchise. The laborers, who represented many European nationalities, were to be provided for at the expiration of their terms of service. The despised negro was to be free after fourteen years, and furnished land, tools, and stock. William Penn manumitted his own slaves in 1701. Such was his confidence in his fellowman that he gave to his conglomerate colony the first constitution in the world which provided for its own amendment.

Our national self-righteousness might be indicted for another policy towards labor—the widespread belief that differing opinions may be controlled by force. European immigrants have been held responsible for strikes and other industrial disorders, since it was assumed that they held all sorts of belief contrary to basic American doctrines. Therefore, to scatter strikers by the police and even by the militia and the regulars came to be considered a patriotic duty. Yet William Penn reached the conclusion when he was imprisoned in the Tower as a young man that real protection lay in mutual understanding and confidence; “that love and persuasion have more force than weapons of war”. He stood for this conviction when in the vast wilderness stretching around him groups of white settlers were being attacked and sometimes massacred by the Indians.

A third result of our national attitude toward the immigrant is that we have become indifferent to the protection of human life. Unfortunately the earliest outbreaks of gang violence in Chicago—more or less typical of those throughout the country—were associated with colonies of immigrants. Although we all knew that the bootleggers and other racketeers could not have continued without political protection, the community was slow to act, because so long as the Sicilians, who composed the first powerful bootlegging gang, killed only one another, it was considered of little consequence. From January, 1928, to January, 1932, we had in Chicago 232 gang killings, in which the law-enforcing agencies failed to bring even one to trial. Such preferential treatment of crime—an obvious symptom of a breakdown in democratic government—may be an indirect result of an unjustifiable habit of considering one human being of less consequence than another. Never was William Penn’s ideal of religion, founded upon fraternity and righteousness, so sorely needed.

This leads quite naturally to the fourth indictment arising out of our attitude toward the immigrant—our dilemma in regard to prohibition. Because the Simon-pure American did make an exception of himself, he often voted for laws which he would like to see enforced upon others without any intention of keeping them himself. Many Southern men voted for the Eighteenth Amendment because they wanted to keep drink away from the negro; other Northern men, because they needed sober immigrant labor. William Penn set an example even here. He did not sell liquor to the Indians because of the terms of an agreement which they had *voluntarily* entered into with him. In one more instance he had achieved his purpose by the moral cooperation of those he was trying to serve, and of course there is no other way.

Another aspect of our national self-righteousness, much more sinister in its influence, is the demand for conformity on pain of being denounced as a “red” or a “traitor”. Perhaps never before in our history has there been within the framework of orderly government such impatience with differing opinion. Such a stultifying situation is more than ever dangerous just now when the nation needs all the free and vigorous thinking which is available. To illustrate the danger of holding fast to a social concept which is no longer useful, but which has not yet been superseded by the new, because the new one is considered dangerous, Dr. Nicholas Murray Butler said within recent weeks to the students of Columbia University, “We are living in the backwash of ultra nationalism following the Great War, ignoring the fundamental and controlling fact that the world today is an international world”. He also quoted the concluding words of a

report signed by leading members of the Finance Committee of the League of Nations: "It may be truly said that international trade is gradually being strangled to death. If the process continues, millions of people in this economically interlocked world must inevitably die of starvation." Would it not be humiliating for a world to starve in the midst of a plethora of food because the constructive and collective intelligence of mankind was unable to make a distinction between political nationalism and economic internationalism, and serenely sacrificed the latter to the first!

The corrective supplied by William Penn on this point is very clear. Nothing could have been more difficult in his day and generation than his long advocacy of religious freedom—that each man must worship God in his own way. Religion, it is only fair to remember, was the absorbing interest of the 17th century. Dynasties rose and fell upon theological issues, and great families disappeared when they found themselves on the side of the oppressed instead of the oppressor. William Penn took his stand for the freedom of worship of all sects, for the Roman Catholics, no less than for the Quakers. With invincible courage he put the truth as God gave him to see the truth to the test of action, in the new world among alien Indians, as well as in the old.

One could make a long list of William Penn's advances beyond his contemporaries. In education, he was expelled from Oxford, because the Universities saw that the inspirational preacher might interfere with the stiff scholasticism which produced their dull and learned clergy. Regarding the education of children he expressed ideas which might easily be ascribed to John Dewey or Bertrand Russell. In international affairs we have hardly caught up to him yet. A hundred years before the thirteen colonies were federated, for example, he had worked out a plan for a "Diet or Parliament of Europe to settle trouble between nations without war". William Penn appealed from tradition to experience; from intrenched authority to life, and in his absorbed devotion to his colony, calmly followed his own rule, "Though there is a regard due to education and the tradition of our fathers, Truth will ever deserve, as well as claim, the preference". In this spirit he suppressed the hunting of witches, declared the spiritual equality of men and women, reduced from two hundred to two the number of offences punishable by death, declared that all prisons would be workshops, and literally taxed slavery out of existence. Such right thinking and courageous acting is doubtless what we need at this moment more than anything else. Sir Arthur Salter, in a recent number of *Foreign Affairs*, believes that the choice before the world today is between trying to build up world trade, based on world order, or moving further toward a system of closed units, each aiming to be self-sufficient. The choice of the United States in this world decision has come to have an undue influence, and yet we all know that there exists an overwhelming danger that America may leave unaided and thus unwantonly cripple the supreme political effort of these later centuries—the effort to make international relations more rational and human. Several years ago at Williamstown, Arnold Toynbee boldly warned us against what he described as a rather low type of religion—the worship of some sixty or seventy gods called Sovereign National States, declaring that such idolatry of nationalism was not patriotism but suicide.

I find it a great temptation to conclude with an exhortation to those who represent a seat of learning; certainly the scholar, who is always impatient of intellectual apathy and incapacity, may find a formula which shall preserve "that spirit of nationality in which for many years the aspirations of man for liberty and free development have found their expression, and yet prevent the abuse of that nationality which now threatens with destruction all that it has given or promised". Is it not true that the contemporary world, based upon the search for private profit and for national advantage, has come in conflict with the newer principle of social welfare and the zeal for practical justice in our human affairs? Must we wait for another William Penn to show us the unique opportunity it affords once more to make politics further the purposes of religion and to purge religion itself from all taint of personal and national self-righteousness?

CHRISTIAN EDUCATION

DR. J. R. McCAIN

Agnes Scott is in name at least a Christian College. It was founded specifically for the purpose of giving Christian education, and it would now have little excuse for its appeal for support if it were not for this element in its program.

What is Christian Education? Is it denominational in purpose? Not at all. Agnes Scott is sympathetically related to the Presbyterian Church, being classified as an affiliated Presbyterian College, and it serves that denomination remarkably well; but its purpose is broader than that. It is specifically stated in the Agnes Scott charter that no one may ever be denied admission to the College on the ground of religious beliefs or the lack of them.

Is education Christian when it is propagandist in character and seeks through its organization and curriculum to change the faith of those who are not professing Christians? No, the College brings no pressure to secure uniformity of belief. A college of high intellectual standing must have an atmosphere of religious freedom.

Is a college Christian because it has ministers on its Board of Trustees, or because it has a Department of Bible and requires courses in it for graduation, or because it lays stress on attending chapel, or the like? No, these are all valuable, but they do not reach the heart of the matter. The simple addition of one of these elements or all of them, to an institution otherwise secular will not make the essential difference.

How then may a college be Christian? What will make it so? The faculty and officers are the greatest factor in the solution. Men and women who have had Christian experiences themselves are the best aids for young people. Not every teacher must be one who will lead in public prayer or be active as a Sunday School worker; but the presence of even one who is a skeptic or who is critical of Christianity may easily spoil the whole atmosphere. It is important that all be in harmony with the ideals and Christian purpose of the institution; and it is quite necessary that here be at least a few who are warm, glowing Christian characters. At Agnes Scott we expect our teachers to believe in the Bible and to accept the atonement as the way of salvation, but we minimize theological beliefs in comparison with actual Christian experience.

A secondary important factor in making and keeping a college Christian is the coming of students from Christian homes. There may be a considerable sprinkling of girls who are from other faiths and of those who are indifferent, but the contact of students with students is almost as important as that of faculty with students. Unless there are devoted and loyal and Christian girls to set the pace of thought and service at Agnes Scott, the Institution cannot maintain its religious ideals. We have been very fortunate in having such students year after year.

A third factor is in the atmosphere of the place. Opportunities for worship and for self expression on the part of those who love the Lord are necessary. A harmony of courses through the curriculum is important, so that there is no clashing of interpretation—as between science and the Bible, for example. All of the work must be done in a spirit of reverence for God and dependence on Him. The Christian element must permeate the whole student atmosphere. It must be mixed with other elements—as soda must be in good biscuits, to use a homely example. The Christian element cannot be added as you cover a cake with icing.

It is no easy task to keep a college Christian, but it is one of the greatest privileges and opportunities which can come to any group of workers. A real combination of high intellectual activity and simple faith is difficult, but it is one of the most important in the world today. There has never been a greater need than now for really Christian education. It is our hope through the years to have Agnes Scott just such an institution as those "who have gone on before" may wish for their daughters.

AGNES SCOTT ON THE AIR

MARY CATHERINE WILLIAMSON, '31

There is probably no medium of advertising quite as effective as that which "comes over the air." Large business enterprises have felt the value of radio advertising and have spent vast sums of money for the privilege of bringing their product before the public in this way. We alumnae of Agnes Scott do not have to sell our products for our Alma Mater, but we do have to sell to prospective students our faith and the reason for our pride. Our audience may be limitless or it may be comparatively small. There are a great many people in Georgia who know about Agnes Scott, or have heard of it in a general way. It is the business of the alumnae to let people know more about the College, to give them a sight of what is going on on the inside. So it has been the plan of the radio publicity phase of the good works of the alumnae to show as many sides of college life as were possible over the air.

Up to June we presented four unusual programs. Dr. McCain started off the series by giving one of his fine talks. The next broadcast featured Dorothy Hutton, '29, who gave a most comprehensive and delightful talk on "What's Going on on the Campus". Lillian Herring, '34, and Mr. Dieckmann supplied the music for this occasion. The next broadcast was the first act of Barrie's "Quality Street", given by Blackfriars under the direction of Miss Gooch. "Pinafore" was presented in a revised form on the next program, under the direction of Gussie (O'Neal) Johnson, ex-'11. After both of these presentations, announcements were made of the time and place of presentation on the campus.

During the summer months we had representatives from the College who were available after the close of school. Mr. George Winship, a member of the Board of Trustees, spoke on the "Building Program of Agnes Scott". Mr. Winship is the only member of the Board who has made an appearance over the Agnes Scott programs, but we hope to add many more to our list. During the middle of the summer, it was decided to have an educational talk by some member of the faculty presented on alternate Saturday evenings. Miss Florence Smith started off the series with a splendid talk on the "Congressional Powers Vested in Lincoln and Roosevelt". Dr. Raper appeared two weeks later on the subject "We're in the Depression—What Has Sociology to Offer?" Dr. George Hayes gave an excellent and timely speech on "The Place of the Library in the Liberal Arts College". Miss Catherine Torrance spoke on "Greek in the Modern College". Dr. Davidson gave a talk on "Roosevelt's Latin-American Policy". All of these discussions, presented in an informal way, should have been interesting and informative to anyone listening in. Carol (Stearns) Wey, '12, gave a talk on the field of welfare work as a vocation for college women. The Music Department was represented by Mr. Dieckmann, Miss Bartholomew, and Agnes (Adams) Stokes, '22. Mr. Dieckmann appeared several times with assisting artists in two piano recitals, once as piano soloist, and once in a program of his own compositions. His contribution to the Agnes Scott broadcasts cannot be too highly appreciated by all the alumnae. Piano music for the broadcasts was supplied by Lillian Clement, '27; Louise Hollingsworth, '32; Willa Beckham, '33, and Mary Catherine Williamson, '31. Frances (Gilliland) Stukes, '24, appeared several times during the summer in vocal recitals. Evelyn Wall, a special student at A. S. C., appeared twice during the summer. The kind and gracious cooperation of all these people has done much to alleviate the strain of going on the air". It meant a great deal to me to know that the people I had asked had enough poise not to faint of microphone fright, and that they would be prompt and punctual at the studio.

Electrically speaking, our opportunities now are just ten times as great as they were on the night of the last broadcast in September. The voltage of the WSB transmitter has been increased from 5,000 to 50,000 watts, and that station now is one of the largest in this country. Our opportunities are greater for reaching a wider audience and our programs will no longer be limited to nearby Georgia towns, but will reach many states.

From the comments received in the last few months, the programs have appealed to a wide circle of people, and have been heard by a great many. Our fan mail doesn't require the services of a secretary to answer, but your verbal comments please us just as much. All we want to know is: Did you hear the program? Did you enjoy it? Have you any suggestions?

Alumnae—lend us your ears!

AFTER COLLEGE WHAT?

KATHRYN McHALE

(General Director American Association of University Women)

This is a query common in the experience of all college women. Membership in the American Association of University Women offers one answer. It gives college women a medium through which to carry on their social-cultural interests in out-of-school life.

Devoting itself to the aims of uniting alumnae of different institutions for practical work in the maintenance of high cultural standards in the community, state, and nation, the Association since 1882 has developed from a group of 65 women to an organization of approximately 40,000 women. It is represented in 612 communities in the United States and in 37 countries of the world in its affiliation with the International Federation of University Women. Its national headquarters is in 1634 I Street, N. W., Washington, a building which was formerly the Russian Embassy. The headquarters of the International Federation of University Women is in Crosby Hall, London, the former home of Sir Thomas Moore. The hospitality of these two beautiful buildings, Reid Hall in Paris, and the club-houses throughout the United States and Europe is extended to members who are traveling.

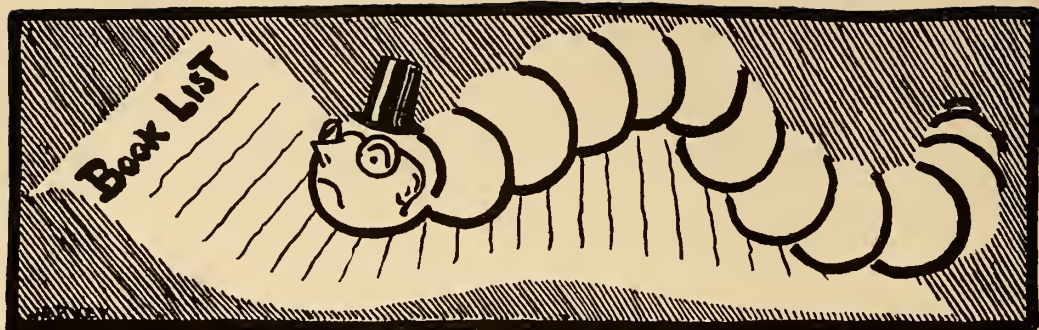
Membership is restricted to the graduates of 247 of the 650 institutions of higher learning open to women. These institutions have approved academic standards and observe the principle of equity in the recognition of women. Through its standardization work, the influence of the Association on behalf of high standards in the collegiate education of women has been felt for more than fifty years.

The Association will welcome to membership the graduates of this institution which is one of the 247 approved. Membership can be general or branch.

Members of the Association have been disciplined in the field of organized and formal learning and it is expected that they will continue learning, will continue to seek new knowledge that will bring to them further understanding of themselves, their families, and the social-economic-cultural-political institutions of the world, and that they will apply this knowledge in practical ways as their contribution to the making of a finer civilization. This serious purpose is carried out in the 612 branch programs in a spirit that is health-giving and truly recreative.

The A. A. U. W. demonstrates its practical idealism in the fellowships that it has established to encourage women to devote themselves to scientific work and scholarly pursuits. From modest beginnings, when the first fellowship of \$500 was granted in 1890, there has been a steady advance until the Association now awards twelve fellowships annually, ranging in value from \$1,000 to \$2,000. The Association membership is therefore supporting a campaign for a million dollar fund to endow 25 more fellowships for women.

The Association publishes a quarterly *Journal*, subscription to which is included in national membership dues. The *Journal* keeps members posted concerning Association affairs, and also carries articles on current trends in education and other matters which concern the educated woman in this changing modern world.



*"Dreams, books, are each a world; and books, we know
Are a substantial world."*—Wordsworth.

At intervals it is necessary that one escape from the world which is made of one's own particular environment. The same people, the same streets prove boring after too many days; one's own world seems the only world and one forgets that there are other streets and other people; and one goes on one's daily rounds—restless and disinterested. One seeks escape through dreams, travel, books. Dreams are illusive and transparent; travel is not always accessible; but books are real and within easy reach. Books introduce one to new and interesting people and to varied and colorful places. I recommend the following books, for they are unique and substantial worlds.

* * * *

Modern England is the world which John Galsworthy portrays in his last novel, *One More River* (Scribners, 1933). The book is real, because its characters are facing the present economic depression; it is human because of the love interest which is its theme; it is interesting because of John Galsworthy's excellent technique, his vivid character portrayal, and his treatment of the girl who crosses "one more river" to a happy landing. In this book the reader gets an excellent picture of British politics, business, and courts. One can steam into London from Ceylon, see "Cavalcade" at the Drury Lane Theatre, and wander about Oxford "at random, choosing the narrower ways and coming suddenly on colleges and long, old walls." One can also become acquainted with the personalities of Galsworthy's interesting characters.

Dinny Cherrell is a young woman who is confronted with the difficult, but not unusual, problem of having to forget the man to whom she "had surrendered in soul—if not in body". She sublimates her love for him in her family's interests—particularly those of her sister, Clare, who had left her sadistic husband, Sir Gerald Corven, in Ceylon and returned home alone. Clare's revolt against Gerald's cruel nature and its ultimate outcome form a frame for Dinny's victorious crossing of "the river" to find the young lawyer, Eustace Dornford. Tony Croom meets Clare on the ship returning from Ceylon and falls in love with her. Tony is a dependable and faithful young man—a character well worth knowing. Besides these personages there are others of less importance who add color to the interesting situations in the novel.

The England that John Galsworthy wrote about in his book and the unusual characters that he introduced are vivid and substantial enough to entertain and afford a delightful escape.

* * * *

Another type of world is described by Louis Bromfield in his new book, *The Farm* (Harper and Brothers, 1933). The history of the mid-western community which is well-known to the author is written for the purpose of portraying pioneer America to the people who were born after the World War. Louis Bromfield dedicates his book to Anne and Hope and Ellen so that they may know a little of what it was like to have lived before 1914, so that they may get the feel of the country as it was thirty years before they were born, and so they may meet people like Greataunt Jane and Old Jamie and Zenobia van Essen.

Harold de Wolf Fuller in *The Literary Digest* for September 9, 1933, says that "By his latest novel, Mr. Bromfield becomes the high priest of that considerable group of writers who recently have expressed fond regret for the things that are no more, and who desire to escape from the subsequent hodgepodge."

The pages of this book are packed with history and interesting episodes of pioneer life. The Farm is the home to which the Colonel comes from Maryland. He and his wife begin the community and their children continue their work. Jamie is the runaway boy from Pennsylvania who finds his way to the Farm. He falls in love with the Colonel's daughter, Maria, and marries her. Bromfield has made the life in this community into a living picture. There is nothing unsubstantial about these sturdy members of this large family. Johnny, in reality the author, has recaptured a world which all Americans, whether young or old, will appreciate.

* * * *

In Maurice O'Sullivan's *Twenty Years A-Growing* (The Viking Press, 1933) one discovers an entirely unknown and unexplored world. It is Old Ireland—a unique country which O'Sullivan has brought to light in his remarkable book. This book which was only written for the author and his friends' entertainment is as "tender and natural as the spring which is without fault". It deals with an island which is so far away from the entire world, that it delights all who read of it. The language, as well as the scene, is unique; and critics highly recommend it. Christopher Morley says of Maurice O'Sullivan, "The poet in his heart will not perish, and will call up the dying poet in the hearts of many others. Read this book gratefully; it will live and will help us to live also."

This is the story of a young man's life, the author's, on a small island, the Blasket, which is located off the southern coast of Ireland. The book contains an account of O'Sullivan's childhood and of how he left his home to go to Dublin to join the new Irish police force. "Dances and brawls, fairs and funerals, fishing and hunting, courting and old wives' tales" appear magical in this book. O'Sullivan describes the beauty of the island as he saw it: "I went north through the Scornach and down through the fern, up to my waist in heather and wild flowers, a dizzy ravine above and beneath me and the sea far below dashing against the rocks. There was nothing beneath my feet but the blue sea, and the slightest stumble would have sent me headlong as sauce for the crabs below." He feels the joy of living and makes his reader feel it also. His use of Irish terms like "Musha" and of new phrases like his "old shred of an ewe tripped up and came tumbling head over heels like a snowball" or "Isn't it you have the great shell of flesh?" shocks one, but not unpleasantly. There is nothing but joy and beauty in this book, and the reader is bound to have some of it transmitted to himself. One can think of no better description of the book than that of E. M. Forster: "Here is the egg of a sea-bird—lovely, perfect, and laid this very morning."

* * * *

Modern England, Pioneer America, Native Ireland! Here are three worlds that three authors have created for readers. Don't be afraid to run away awhile. The experiences of standing on a dizzy ravine, riding west in an old, shaky wagon, and canvassing for an English election will leave the reader much refreshed afterwards.



Penelope Brown is again working for the College, interesting prospective students in coming to Agnes Scott. This year she plans to visit fewer places and to spend more time in these places. Alumnae are asked to cooperate with Penny in arranging times for her to talk to the schools, in correcting lists of local alumnae (this information is to be used for a new directory at an early date), and in getting alumnae together for informal meetings which will give them a contact with Agnes Scott.

Radio Programs sponsored by Agnes Scott are to be broadcast Wednesday of each week from 6:30 to 6:45 P. M., Central Time. These programs will feature alumnae and faculty speakers and musicians. Tune in on Agnes Scott for a weekly contact with your Alma Mater!

Statistics on Dues for the 1932-1933 session show that 432 alumnae paid their yearly membership dues for last year, and 8 faculty members joined the Association. Since Agnes Scott now boasts of 1,274 graduates, it is fair to estimate that practically 33 per cent of our graduates maintain membership in the Alumnae Association. The fact that membership is extended to non-graduates as well as to graduates makes this percentage only fairly accurate. These paid members plus an exchange list of 37 names and a list of 49 life members of the Association comprised the mailing list for 1932-1933.

A Mayorial Candidate for Election in Marietta, Ga., is an Agnes Scott alumna. Virginia Crosby, who attended the Academy and the Institute at Agnes Scott, is in such a race this year.

Reasons for Not Attending Agnes Scott were given in the following order: money, entrance requirements (most specifically Latin); the absence of sororities.

An Attendance Decrease of But Twenty Students has occurred for the present session as compared with 1932-1933. The day students this year exceed the boarding students, requiring a change of program of student activities. A greater participation by day students in campus life has been noted in the past few years. Last year five major offices were held by day students.

A New Library Building seems to be the greatest campus need in the way of equipment today. When this building becomes an actuality, the present building is to be converted into a club and student activities building.

The Music and Fine Arts Building, which is to be financed by the College, by the General Education Board, and by the Presser Foundation, will not be built this year. The College share of one-fourth and the General Education Board share of one-fourth is on hand. The Presser Foundation, which is bearing 50 per cent of the expenses for this structure, has postponed its contribution, since it is this year donating its funds to relief work in Philadelphia.

Time Expires in July for payment of pledges made during the last campaign.

More Than 50 Per Cent of 1933 have already been placed in positions. Dr. McCain feels that this speaks well for their ability, faced as we are with the present business crisis.

The Alumnae House has excited much admiration this session, thanks to its fresh paint and paper, which were made possible by the generosity of the Trustees of the College. Other improvements include new rugs and curtains and clean shades. It is hoped that many alumnae will be back this year on inspection.

A Tea for New Students was sponsored by the Alumnae Association at the Alumnae House at the opening of the session. Eighty-three new students attended.

The Granddaughters' Club has eight new members this session: Lucile Cairns, daughter of Lucile (Colclough) Cairns, Institute; Fanny Bachman Harris, daughter of Lillie Bell (Bachman) Harris, ex-'09; Dorothy Lee, daughter of Clara (Rusk) Lee, Institute; Ora Muse, daughter of Eliza (MacDonald) Muse, ex-'11; Barton Jackson, daughter of Clyde (McDaniel) Jackson, '10; Martha Johnson, daughter of Ruth (Dolly) Johnson, Special; Virginia Ethel Gaines, daughter of Ethel (Alexander) Ganes, '00; Kathleen Daniel, daughter of Kathleen (Kirkpatrick) Daniel, Institute.

Orientation Classes for the Freshmen were conducted from Wednesday through Friday of the first week of the new session. These classes included hand-book instruction on student government regulations; talks on "Friendship", "Budgeting Time and Money", and "Campus Etiquette."

Grandmothers have been abolished, as were sophomore sisters. In their place are sponsors from the junior and senior classes. Each sponsor has two or three new girls in her group. The sponsors assume responsibility for these students in seeing that they learn the rules of the College and get acclimated. Upperclassmen, as well as freshmen, benefit from this system, it is felt.

The Clubs Committee and the Garden Committee are cooperating this year in obtaining funds for maintenance of the Alumnae Garden. Even small donations from individuals or small groups will be gratefully received.

Thirty-One Honor Students were chosen last year from the freshman, sophomore and junior classes. This fact, plus the fact that last year there were more candidates for the local chapter of Phi Beta Kappa than could be admitted, according to the restrictions of membership, indicates that Agnes Scott is attracting a superior student body.

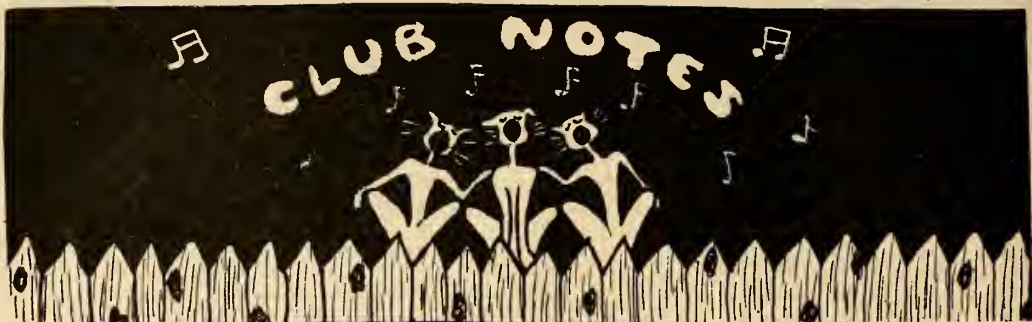
Alumnae Influence is given by two-thirds of the students who enroll at Agnes Scott as their reason for attending our Alma Mater. Others are influenced by Agnes Scott's outstanding standards and by the location of the College near Atlanta and its opportunities.

A System of Service Scholarships has been worked out, since there are so many students on the campus this session who have accepted scholarship aid. The service rendered by these scholarship students consists of assisting in the library, in the laboratories, and in the dormitories by answering the telephones. The number of hours of service is regulated according to classes, freshmen carrying a maximum of three hours a week.

NRA At Agnes Scott means "no ratting allowed", according to an interesting and well-written student article recently. The sophomores this year voluntarily abolished the old custom of ratting the freshmen, entertaining for them instead. The rivalry between the classes was maintained only through the stunts for the Black Cat which were presented on October 14th.

Class News This Issue brought to light the following facts: 55 marriages have been reported since June; 119 changes of address have occurred; 74 alumnae have attended the Century of Progress Exposition in Chicago this summer and fall; 2 deaths have occurred; 10 alumnae children have been born; 63 new jobs have opened up for alumnae; 7 higher degrees have been awarded during the summer sessions.

A Larger Percentage of Students Graduate from Agnes Scott than from any other college in the South.



The Atlanta Club has elected the following officers for the next two years: Louisa (White) Gosnell, '27, president; Frances (Craighead) Dwyer, '28, first vice-president; Dorothy (Haire) Harris, special, second vice president; Patricia Collins, '28, recording secretary; Susan (Young) Eagan, Institute, corresponding secretary; Mary Ben (Wright) Erwin, '25, treasurer. On October 26th, the club sponsored a manufacturers' and distributors' luncheon at the home of Susan (Young) Eagan. The September meeting was held at the home of Mary Elizabeth (Warren) Read, '29, and the October meeting with Mary Gladys (Steffner) Kincaid, '29. The club last year paid up their annual pledge of \$250 to the College, and made a gift of \$10 to the Alumnae Garden. The club is now making plans for the bazaar they will give in December.

The Columbus Club has elected the following officers for the coming year; Myrtle Blackmon, 21, president; Ruth Bradford, '30, secretary and treasurer; Hallie (Alexander) Turner, '18, publicity chairman. The September meeting was held at the home of Lillian (Eason) Duncan, ex-'09. The October meeting was held at the home of Mary (Bradley) Cooper, Academy, with Penelope Brown, '32, as their special guest and speaker.

The Decatur Club officers for this year are: Susan (Shadburn) Watkins, '26, president; Amelia (Alexander) Greenawalt, '17, vice president; and Ruth (Brown) Moore, ex-'13, secretary and treasurer. The September meeting of the club was held at the Alumnae House. The October meeting took place at the home of Olivia (Fewell)

Taylor, Institute. In addition to these monthly meetings the Decatur Club sponsored a manufacturers' and distributors' dinner on the night of October 12th.

The Knoxville Club sent a donation of \$5 to the Alumnae House during the summer. This was used to buy some new rugs for the bedrooms.

The New Orleans Club sent a gift of lovely linen luncheon sets to the Alumnae House in June. These are being used in the Tea Room, and are much admired and appreciated.

The Business Girls' Group of the Atlanta Club meets on the third Wednesday of each month from twelve to two in some convenient downtown tea room. Lucile Daley, ex-'15, is president of the club this year.

A Los Angeles, Cal., Club was organized on October 8th by Elaine Exton, ex-'31. The local alumnae were invited to call between the hours of 4:30 to 6:30 P. M. Those who attended were: Eleanor (Coleman) Burchard, '11; Grace (Berry) Luckie, Academy; Louise Shipp Chick, '08; Betsy (Thompson) Brennan, ex-'31; Elizabeth Flinn, '30; Marcia (Meldrim) Fisher; Mary (Ferguson) Day, '27; Frances (Ansley) Moon, Institute; Marie (Houston) Dupree, ex-'08; Aldine (Howell) Johnston, Institute; Mary (Brown) Cockrell, '30; Jane Walker, ex-'20; Martha (Ivey) Farrell, ex-'26; Alice (Greenlee) Grollman, '25; and Elaine Exton, ex-'31. The officers elected for the coming year are: Elaine Exton, president pro-tem; Elizabeth Flinn, vice-president; Elizabeth (Thompson) Brennan, secretary and treasurer. The club plans to have monthly meetings and is looking forward to including many alumnae near Los Angeles in their club.

FACULTY NEWS



Dr. McCain and four of his children attended the Century of Progress Exposition in Chicago this summer.

Miss Hopkins spent her vacation with her family in Staunton and Hot Springs, Virginia.

Miss McKinney and Dr. Sweet made several week-end trips to North Carolina during the summer.

Mr. Stukes spent the entire summer in Decatur.

Mrs. Sydenstricker stayed on the campus this summer.

Mr. and Mrs. Holt visited in Tennessee for a short time this summer.

Miss Lillian Smith attended the summer session of the University of Wisconsin.

Miss MacDougall drove to Chicago and Woodhole, Mass.

Dr. Hayes and his two small daughters visited his family in Pennsylvania the early part of the summer. Mrs. Hayes and their young son were ill during the summer, but have now completely recuperated.

Dr. Robinson and his family spent their vacation at their home in North Carolina.

Miss Torrance spent the summer at home, except for short trips to Copperhill, Tenn., and Warm Springs, Ga.

Miss Harn took her young nephew to the Chicago Exposition. She also visited Miss Omwake in Washington.

Dr. and Mrs. Davidson and their children spent a short while in Mississippi with relatives.

Dr. and Mrs. Raper and their two little boys spent the summer vacation in North Carolina.

Miss Gooch attended the summer session of the University of Wisconsin.

Miss Laney, we regret to learn, lost her mother in June. Deep sympathy is extended to her and her family in their loss.

Miss Hale and Miss Phythian spent the summer at Middlebury, Vt.

Miss Jackson stayed at home, in South Weymouth, Mass.

Miss Westall spent the summer in Asheville, N. C., with her family.

Dr. and Mrs. Gillespie were in Bryson City, N. C., most of the summer, Dr. Gillespie having a church there.

Miss Gaylord spent the summer on the Continent, visiting friends.

Miss Haynes was at Camp Rockbrook in Brevard, N. C.

Miss Florence Smith spent the summer at home. She accompanied the Atlanta Symphony Orchestra to Junaluska, N. C., for an appearance there.

Miss Omwake was at home with her family in Washington, D. C. She taught on the summer faculty of the George Washington University.

Miss Cilley attended the University of Wisconsin for the summer session.

Miss Hanley spent the summer traveling in Michigan.

Miss Gwendeline Miller spent her vacation at home with her parents in Kalamazoo, Mich.

Miss Lewis spent the summer in Chicago.

Miss Christie is in Decatur this winter, finishing her dissertation for her Ph.D.

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Program for Alumnae Week-end

FRIDAY, DECEMBER 1, 1933

10:00-10:30 A.M.—Chapel.

(Talk to be arranged by the Book Committee)

10:30-11:30 A. M.—*The Cuban Situation.*

Miss Florence Smith, Agnes Scott College.

11:30-12:30 P. M.—*Fundamentals of Child Rearing.*

Dr. W. W. Young, Atlanta, Ga.

12:30- 1:30 P. M.—Luncheon in White House Dining Room.

(Alumnae are guests of the College. Reservations must be made through the Alumnae Office by Wednesday, November 29th.)

1:30- 2:30 P. M.—*Monet and Cezanne.*

Mrs. Harold Bush-Brown, Atlanta, Ga.

2:30- 3:30 P. M.—*Macbeth.*

Dr. George P. Hayes, Agnes Scott College.

3:30- 6:00 P. M.—Book Exhibit in Main Building.

(Arranged through the courtesy of Miss Janef Preston and Miss Louise McKinney, Agnes Scott College.)

8:30 P. M.—Dance Recital.

Miss Isabel Cooper, Bryn Mawr College.

(Under the auspices of the Agnes Scott Lecture Association. Admission by season ticket or by admission fee of 75c for alumnae, if tickets are bought through the Alumnae office.)

10:00 P. M.—Reception in Main Building for Miss Isabel Cooper.

(Alumnae are guests of the Lecture Association.)

SATURDAY, DECEMBER 2, 1933

8:00-10:00 A. M.—Visiting classes in Buttrick Hall.

10:00-10:30 A. M.—Chapel.

10:30-12:30 P. M.—Visiting Classes in Buttrick Hall.

4:00- 6:00 P. M.—Annual Alumnae Home-Coming Tea.

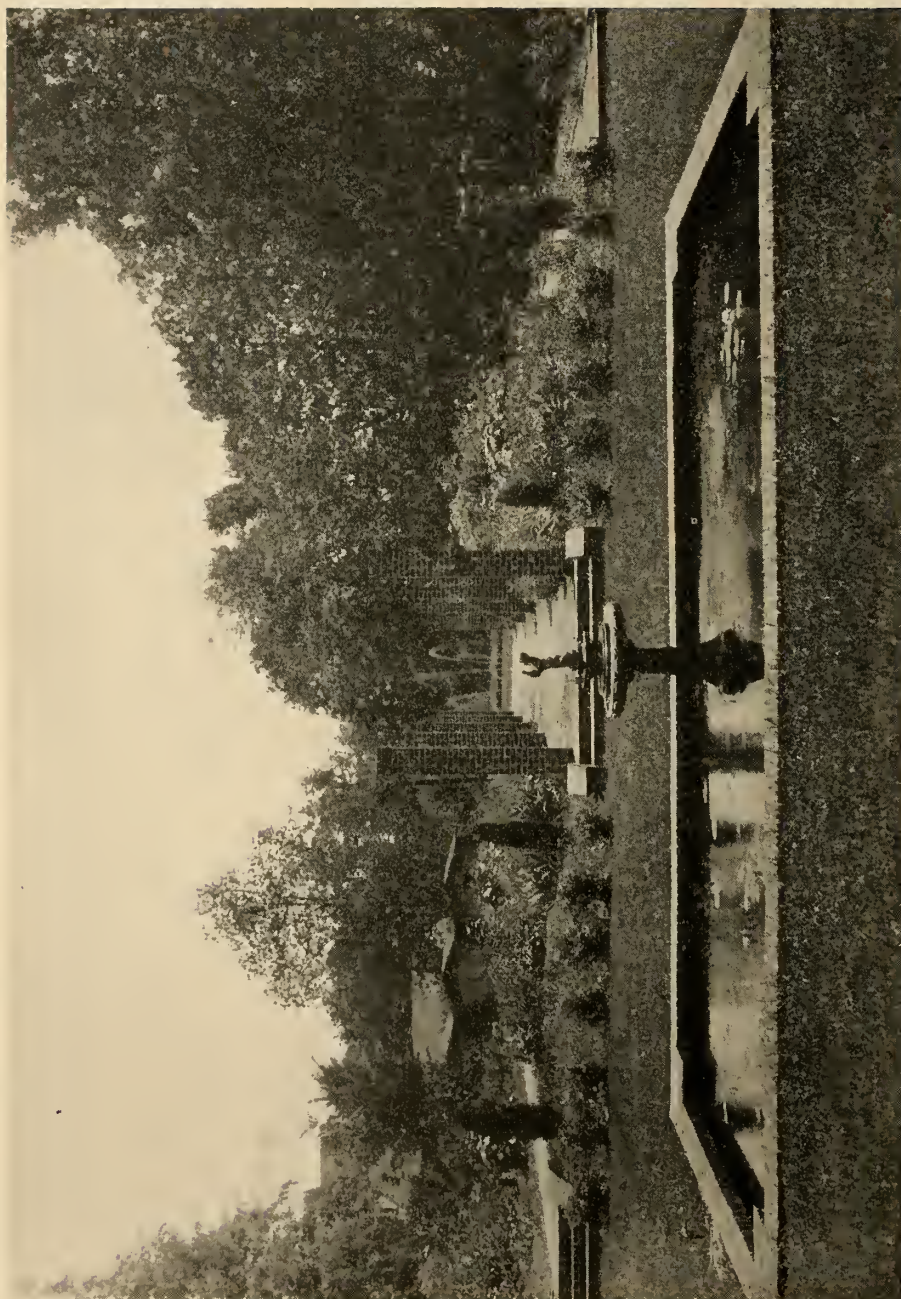
ALUMNAE OFFICE
ANNA YOUNG ALUMNAE HOUSE
AGNES SCOTT COLLEGE
DECATUR, GEORGIA

The
Agnes Scott
Alumnae Quarterly

January, 1934

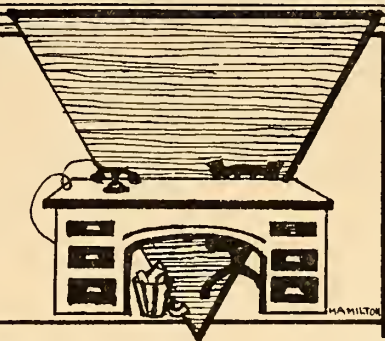


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THE ALUMNAE GARDEN
(from a picture taken last May)

THE PRESIDENT'S PAGE



REPORTS FROM SOUTHERN COLLEGES

DR. J. R. McCAIN

The Southern Association of Colleges and Secondary Schools recently held its annual meeting in Nashville, Tennessee. As some of our alumnae know, Agnes Scott has held for some years the very responsible chairmanship of the Committee on Triennial Reports. It is this committee which reviews the records of all member colleges and universities, and which seeks to enforce the standards of the Association. There is an immense amount of work connected with this position, but the College has felt that the contacts gained and perhaps the service rendered might justify the time which is expended.

A summary of the reports this year, in a few phases of the work, may not be inappropriate. There are one hundred and thirty colleges or universities in the Association. Seventy of these gave full reports this year, but the whole number furnished information on some important topics, so that we were able to secure a general picture of the present situation.

The financial difficulties have hampered the operation of many of the colleges and universities, but they have not proved to be as desperate as some of us had feared. Eighty-seven of the institutions operated on a balanced budget last year, even though it was much reduced over previous sessions. Sixty-five of the members, exactly half, are free of indebtedness of any kind; but thirty more have only slight obligations, leaving thirty-five which are in serious difficulty.

All but twenty of the institutions in the Association have found it necessary to reduce salaries somewhat. In some cases the cuts have run as high as forty or fifty per cent, but a majority have not gone beyond twenty per cent. There is general optimism that we are reaching this year the low level of reductions and that the next session ought to witness improvement.

The attendance at our various institutions this year amounts to about one hundred and twelve thousand men and women. This is less than five per cent decrease from the highest record of attendance which was made in 1929. In that year, there were enrolled in the same institutions about one hundred and seventeen thousand young people. One of the encouraging signs of the day is the fact that people still believe that education is worth sacrifice.

Much time of the Committee on Triennial Reports was taken in a careful study of some of the weak points in our present-day education. One of these weaknesses is in connection with correspondence and extension work. While only twenty-six of our institutions give very many courses in these fields, yet they are generally among our largest universities, and their influence is demoralizing to the smaller colleges. Some of the universities will allow as much as fifty per cent of the work required for the B.A. degree to be done in extra-campus activities. The Southern Association took definite

steps to limit the work that may be done in these specialized fields. It ruled that not over twenty-five per cent of the requirement for the degree might be taken by correspondence or extension, or both, and that the time given by faculty members should be included in their regular academic schedule and that any remuneration for such work should be regarded as a part of the regular salary of the teacher concerned.

Another weak point in our educational program has to do with summer schools. Our investigation showed that it is far easier to make credits during the summer, that the classes are relatively larger, that the teachers are more poorly paid, and that in general there is a laxness in the enforcing of standards. Steps were taken by the Association to remedy all of these difficulties also.

Under the direction of the Committee on Triennial Reports, there is being undertaken for the next year a study of athletics in all of the institutions in the South which have outstanding football teams. For the present, we are not undertaking to investigate the hiring of players or general abuses of the game, but we are planning to check very carefully the entrance preparation of each player and the course of study which he is taking in college. In other words, we are seeking to ascertain whether the football stars are taking a real educational program or whether they are being allowed to slip through easily.

As we view the difficulties which many of the institutions in the South are facing, we cannot be too grateful that Agnes Scott is not encumbered with many of the educational burdens which make life miserable for administrators and faculty members in many colleges. The fact that we give only one degree, that we have no summer school or graduate work, that we give no courses in correspondence or extension, and that we undertake no professional training, certainly gives us many advantages.

The Committee on Triennial Reports receives thousands of letters during the course of twelve months, and many of these are of general interest. In closing this article, I would like to quote from a recent message sent by a college president:

"When the history of these times has been written, it is my firm conviction that the contribution of the colleges of the country will be about the most valuable of the contributions made by any of our social institutions. In them has been less despair and more hope, less timidity and more courage, less pessimistic defeatism and more faith in the worth of what they are trying to do. In a word, with a steady loyalty they have kept at the job of saving the youth of today from the forces that have broken the spirit of their elders, and they have furnished something substantial to build on for tomorrow."



WORLD TRENDS

WALTER LIPPMANN

(From his address at the recent Conference on Current Problems held in New York City. Published here through the courtesy of the Alumni Features Service)

This has been a long crisis. For those of us who are now in middle age virtually the whole of our adult lives has been spent amidst the disturbances, the threats and the dangers of this crisis. There were a few years, say from 1924 to 1929, when it seemed as if the earthquake of 1914 was over, that the ground beneath our feet had ceased to tremble, and that in our Western world at least the destruction was being repaired, the wounds were healing, and men had resumed the works of peace. We now know that then there came upon us convulsions greater than any for which we were prepared.

Only two other generations of Americans, those who made the Republic between 1776 and say 1810, and those who held it together between 1861 and 1880, have really known what it meant to have to defend the very foundations of civilized living against a breakdown into the anarchy of separated quarreling groups. It is difficult to over-estimate the nervous strain to which responsible men and women have been subjected in these twenty years. Think back to 1914, and then realize the tremendous demands which have been made upon human energy: the huge miseries of the Great War; the enormous complications of peacemaking; the revolutions in continental Europe; the first slow reconstruction in the Twenties; the breakdown in 1929; the panics and revolutions which have swept mankind. With such unrelenting strains upon the moral reserves of our leaders, we are not to be astonished that statesmen have become confused and that the peoples have again and again acted as if they were more than a little mad.

It is this state of mind which is really the dominating fact of the crisis. If men all over the world were calm, collected, and willing to trust leaders who follow reason, it would not be difficult to make all the necessary adjustments to insure peace and set the world's economy going. There have been plenty of projects proposed which would have worked in a world where men were disposed to accept them. They have not worked because they were submitted to peoples who were too frightened, too hysterical and too distracted to understand them and to cooperate in realizing them. This, at least, is the main thing which I have learned from the crisis, and upon that conclusion I base what little understanding I have been able to attain as to how we must proceed to surmount the crisis.

Let me illustrate what I mean by our own experience in the last fifteen months. There is very good statistical evidence which goes to prove that, as a purely economic phenomenon the world depression reached its low point in the mid-summer of 1932, and that in all the leading countries a very slow but nevertheless real recovery began. But by the time the recovery had begun, there had been such an accumulation of misery and fear, the morale of peoples, their confidence in their leaders and in the accepted policies, had been so strained that they could not wait patiently for the very slow processes of recovery to work themselves out. In the United States, to speak only of our own affairs, patience was exhausted, panic seized the people, and the recovery of the summer of 1932 was not only halted but turned by a popular stampede in the winter of 1933 into something very near a catastrophe. By the end of February all enterprise was paralyzed, all confidence was gone.

It was under such conditions that the new Administration took office. The situation was much too complicated to be dealt with by a Plan. What the President did was more realistic, more truly statesmanlike than that. He made it his first business to prove to the people that they had in Washington a government that could govern. In the first hundred days he implanted that conviction in the minds of the American nation and in the minds of all the world. The impression was driven home that there was no vested interest so powerful that it could block the action of the government; no dogma so deep-seated that it could prevent a bold experiment; no important group of people whose problems the government was not prepared to take in hand.

The greatness of the performance must be measured by its scope, its spirit and its vitality. At the end of February we were a congeries of disorderly, panic-stricken mobs and factions. In the hundred days from March to June we became again an organized nation confident of our power to provide for our own security and to control our own destiny. It was a triumphant achievement.

The secret of the American attack on this crisis does not lie in the N. R. A., in the Agricultural Act or in the inflation or in any of the other specific policies that have been adopted. It lies in the revival of the American spirit through the conquest of fear.

I do not think that we need to apologize to ourselves for insisting that it is not statistical calculations, economic theories, or technical procedure, important as they are, but the attainment of moral unity among free men which is raising us out of the depths of despair and confusion.

We have to work our way out because we are indomitable, having fixed it clearly in our minds that in a country so richly endowed, with a nation so full of vital energy, there can be no collapse through any cause except the demoralization of the people. It was demoralization that brought us to the verge of ruin last winter. It was demoralization that we overcame last spring. Unless we again become demoralized, the enterprise of the people working through collective understandings will carry us through to safety and well-being.

It is in this same spirit that we must shape our action in the greater crisis which prevails outside our own frontiers. That it is a dangerous crisis no man who realizes the condition of things in the Far East and in Central Europe will have much doubt. The awful truth is that the peace of the world hangs in the balance.

It is not by diplomatic formulae and by conventions and treaties that such a crisis can be overcome. It is only by the moral unity of all those nations which wish to keep the peace and to preserve for themselves and their children the standards of liberty and human decency. The forces of order in the world are still more powerful than the forces of chaos. But only if they are united. The question as to whether there is to be war or peace in Europe or in Asia will depend, therefore, on whether the strength of those who wish peace is or is not unmistakably greater than the strength of those who might gamble on an appeal to force.

We can well remember that there are many dictatorships in the world today, but none in the old democracies. The Fascists and Communists have overthrown new uncertain democracies; elsewhere they have been repulsed. Lenin founded his dictatorship on the ruins of Czarism; Mussolini founded his in a country which had barely achieved its national unity. Hitler overthrew a republic which was half-strangled from the hour of its birth. But in the old democracies of Scandinavia, of France, of Switzerland, of Holland, of Great Britain, of the Dominions, of the United States, among the peoples who have lived under the heritage of liberalism for a century or more, the systems of ordered liberty remain. The saplings of democracy have been uprooted, but the old trees whose roots are deep in the soil are weathering the storm.

Never fear. The day will come when the democracies of Europe and America will be able to say, as Pitt said of England in the crisis of the Revolution and the wars of his days: "We have saved ourselves by our own exertions, and the world by our example."



THE FELLOWSHIP PROGRAM OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

DOROTHY (BRIDGMAN) ATKINSON

(Chairman of the Fellowship Endowment Committee of the American Association of University Women)

Fellowships have always played an important part in the program of the A. A. U. W. It is an interesting and true fact that over fifty years ago the founders had the vision to establish the Association on basic principles which, although adapted to the changing times, still guide. Founded in the days when higher education for women was not generally accepted, when many institutions did not admit women, especially to courses leading to advanced degrees, these women recognized that if general education for women were to prove successful, the whole emphasis must not be placed upon quantity education but the potential scholar of distinction must be encouraged and given an opportunity. As a practical demonstration of this belief in 1890 the first fellowship was awarded. The conditions indicate the high standard established, for the successful candidate must have met all the requirements for the doctor of philosophy degree, with the possible exception of the completion of her dissertation; also this was a European fellowship taking the recipient to a foreign country. Thus early were the three major interests of the Association indicated—education, international relations, and fellowships.

The keen interest which members took in the awarding of this fellowship is evident in some reports of the '90s. When the growing organization appealed for funds to support a general secretary, some branches, not able to contribute to both, preferred to support the fellowship. That interest has persisted, for today as then the membership cherishes this opportunity to encourage advanced scholarship.

During the next forty years the number of fellowships annually awarded gradually increased. Some memorial fellowships were established within the Association; several outside organizations, wishing to give a fellowship and recognizing the ability of the award committee, asked it to act as their medium of award; finally several years ago the Association, realizing the great need for more fellowships, allocated to this purpose a portion of all membership dues.

Many distinguished scholars have been numbered among the A. A. U. W. fellows. That fact and the high standards of the award committee have established the real prestige which accompanies the grant of an A. A. U. W. fellowship.

Each year the committee has greater difficulty in making the awards, the number of available fellowships being inadequate for the increasing number of worthy applicants. Because of this need, and fortified by the splendid past record, the Association is now engaged in raising a million dollar fund. When completed this will provide annually twenty-five additional fellowships, some national and others international, the former open to American women, the latter to women of all countries belonging to the International Federation of University Women.

This project, called the Fellowship Crusade, even through a period of great depression has caught the imagination of the membership, affording as it does an opportunity to encourage and develop leadership in a world sadly needing it and to send emissaries to foreign lands at a time when the possibility of international understanding is being threatened. This year there are ten women holding A. A. U. W. fellowships, five of them studying in Europe. They go under ideal conditions realizing that they are representatives of American college women and that through the I. F. U. W. they will be recipients of reciprocal hospitality. Of the nine fellowships offered for award in 1934, three are the result of the million dollar fund.

It may be several years before the entire fund is completed (about a quarter of it has now been raised), but the value of the Fellowship Crusade has been established. All of the branches have accepted it definitely as part of their program. It is a great national gesture on the part of alumnae of all the colleges and universities. In addition to the numerous local demands and the calls of their own alma maters, they are united in an undertaking, the potential benefits of which it is impossible to estimate.

THE CONTINUITY OF THE UNIVERSITY TRADITION

DR. FLORENCE E. SMITH

Assistant Professor of History

(The address given to the seniors at the time of Investiture, November 4, 1933)

The choice of a teacher of history to speak on such an occasion as this is really a request for a discourse on history. No historian could resist the temptation presented in such a ceremony.

When you, as Seniors, kneel before the Dean of your College, you pledge your loyalty to the College and its traditions. You assume the dignity and responsibilities of candidates for a degree. When Miss Hopkins places the cap upon your head, she confers upon you the honors and privileges of your Senior standing and by that symbolic act indicates that the College is satisfied with your career up to this time and believes that you are acceptable candidates for the degree to be conferred by the College in June.

However, Seniors, unconsciously, you are doing much more than this. You are making yourselves a part of history—of the history of an ideal. You are allying yourselves with the past and asserting your faith in the future of the academic ideal by making yourselves an official part of that organized group of scholars, teachers and students, who make up a college or university. You are becoming a part of that vast assemblage of scholars of all ages who, like Chaucer's clerk, would gladly learn and gladly teach.

There are always some who scoff at the use of ceremonies or processions to indicate adherence to an institution or to an ideal. There is a delightful scene in George Eliot's *Romola* where it seems to me that the scoffer was well answered. A procession of four hundred prominent men bearing torches and indicating their allegiance to the Florentine Republic was passing down the street. A watching cynic laughed at the "four hundred ugly men carrying tapers in open daylight, Diogenes fashion." Cennini, standing near, vigorously replied that without such ancient symbols "the vulgar would be conscious of nothing beyond their own petty wants—and never rise to the sense of community in religion or law." And then he continued: "There has been no great people without processions and the man who thinks himself too wise to be moved by them to anything but contempt is like the puddle that was proud of standing alone while the river rushed by."

Then, there are some to whom a ceremony or procession is merely a display of personal vanity and to whom the symbolism involved means nothing. A crotchety old professor in a northern university once objected to the wearing of academic costume on the grounds that it indicated only a childish delight in dressing up, and wondered why war paint and feathers would not better serve the purpose. If he wished to assert his kinship to the Indian brave's savage ideals, I hope they let him dress in paint and feathers. As for us, by ceremony, and procession, and dress, we are indicating our place in the ranks of organized scholars under the university system which has had nearly seven centuries of culture and progress to attest its value to civilization.

In using the term university to describe our institution or college, I am using the medieval term to describe an organization of students and teachers bound together in the pursuit of learning. Teachers and scholars have existed ever since man became interested in gaining knowledge; but organization of higher learning in the form in which we know it came only in the Middle Ages.

In fundamental organization our college is the lineal descendant of the medieval universities of Paris and Bologna. The historic continuity is unbroken. The ideals and traditions of all universities since that time have been essentially the same.

In details of organization—manners, customs, dress—we may find many similarities between the college or university of today and the university of the thirteenth or fourteenth century. It is a temptation to speak of these resemblances as survivals; and in some cases it may be possible to trace a certain custom, without much change, from medieval

times down to the present. However, the real continuity of the university tradition lies in its fundamental idea and ideal—an association of teachers and scholars leading the common life of learning. The resemblance between certain medieval customs and those of our own day are largely due, therefore, to the old truth (which is the foundation of the value of historical study) that, given similar problems and a similar ideal, the solution will be much the same in all ages.

Suppose we examine a few college or university usages and customs which help to give us a consciousness of our connection with the past:

The medieval associations of masters and scholars sought charters from king or pope. The University of Paris received its charter from Philip Augustus in the year 1200. Today our colleges and universities seek and receive charters from the state.

A medieval institution so chartered was often given certain privileges or immunities—as when Count Rupert in founding the University of Heidelberg exempted all masters and scholars from taxation. College property in the United States today is exempt from taxation.

Frederick Barbarossa, in a grant of protection to students in twelfth century Italy, told them that in case of suit they might be tried before their professors or the bishops of the city. Today a case of law-breaking must be quite serious before it is taken outside of academic councils; and the University of Heidelberg still has its prison room with walls covered with the names and drawings of famous students who have been confined there.

Villani's Chronicle reports that the city of Bologna spent as much as half of its revenue on the pay of professors and other expenses of its famous University of Law; and that Florence devoted large sums yearly to the maintenance of its school. Today, state legislatures spend much time arguing about how much they can appropriate for state universities; and the city of New York spends large sums on the College of the City of New York.

The transfer or exchange of students and professors from one country to another took place in medieval times. We find Albertus Magnus, Thomas Aquinas, and Roger Bacon, in Paris, or Oxford, or Rome, at various periods. Today, institutions in the United States share with other countries the privilege of work with Albert Einstein.

In 1209 the University of Cambridge in England was created by a secession of masters and students from Oxford. This year a new college has been started near Black Mountain in North Carolina by a secession of professors and students from Rollins College in Florida.

Such comparisons might be indefinitely and tiresomely multiplied. However, I cannot resist reading parts of two medieval letters which need no modern counterparts: we have all either written them or read them.

The first is from an Oxford student who writes to his father: "This is to inform you that I am studying at Oxford with the greatest diligence, but the matter of money stands greatly in the way of my promotion, as it is now two months since I spent the last of what you sent me. The city is expensive and makes many demands: I have to rent lodgings, buy necessities, and provide for many other things which I cannot now specify. Wherefore I respectfully beg your paternity that by the promptings of divine pity you may assist me, so that I may be able to complete what I have so well begun."

The other reads: "To his son G. residing at Orleans P. of Besancon sends greetings with paternal zeal . . . I have recently discovered that you live . . . slothfully, preferring license to restraint and play to work and strumming a guitar while others are at their studies, whence it happens that you have read but one volume of law while your more industrious companions have read several. Wherefore I have decided to exhort you herewith to repent utterly of your dissolute and careless ways, that you may no longer be called a waster and your shame may be turned to good repute."

It is in the wearing of academic costume that we often feel ourselves most akin to our medieval ancestors; and the wearing of some kind of distinctive dress has certainly been continuous in some institutions since the time of their organization several hundred years ago. However, the style of such costume has changed much during the centuries and it is said that only in the garment worn by the Chancellor of the University of Cambridge may one see today an exact duplicate of a medieval chancellor's gown. It is a sleeveless scarlet cloak lined with fur, with a tippet and hood of the same material.

Students in the medieval universities wore a costume which resembled very much the dress worn by the clergy of the time, for the students were usually called clerks and were entitled to certain privileges which only the clergy enjoyed. This costume was a long, dark garment, which in many institutions had a hood attached to the back. This hood was not a decoration but a useful garment for pulling up over the student's tanned head for warmth. Medieval churches, where students often had to hear mass at five o'clock in the morning, and the school rooms, where they sat on stone floors sparsely covered with straw, were entirely unheated and consequently bitterly cold most of the time. (If the June day on which you receive your degree is hot and you feel your heavy gown and hood a burden, it might prove cooling to think of your shivering predecessors.) Later on the biretta or cap replaced the hood for the head and the old hood, in modified form, came to be only a decoration.

Early American Colleges and Universities did not always adopt the custom of wearing academic costumes, though King's College (Columbia) seems to have used caps and gowns upon some occasions since colonial times. But in the 1890's many institutions in this country became more conscious of the value of a past and the importance of atmosphere and symbolism to indicate relationship to that past. In 1894 a committee from various prominent American universities met and decided upon a uniform plan for academic costume which has been followed by a majority of the colleges and universities in the United States since that time.

It may be interesting to examine a few of the details of the costumes chosen. The gowns for undergraduates and for holders of all degrees are very much alike except for the materials used and for the length and cut of the sleeve of the master's gown. Caps are similar for all, except that holders of the doctor's degree may wear a gold tassel.

The right to wear a hood is confined to those who have received degrees. Its length indicates the degree—Bachelor, Master, or Doctor. Its lining tells by its color the institution which conferred the degree. The color of the border indicates the field of study in which the degree is taken.

According to the statement of the Albany Bureau of Academic Costume, the border colors of the hoods are historic and symbolic. "The white border for arts and letters comes from the white fur of the Oxford and Cambridge Bachelor's hoods; the red for theology follows the traditional color of the church as signifying ardent love and zeal for the faith as used by cardinals for centuries. The purple for law comes from the royal purple of the kings' courts; the green of medicine from . . . the color of medicinal herbs. The degrees in philosophy are shown by blue, the color of truth and wisdom; science, gold yellow which signifies the wealth contributed by scientific discoveries. Pink was taken from the pink brocade prescribed for the Oxford doctors of music."

Why do we go to all this trouble to show our allegiance to the university tradition? It is because we believe, with Rashdall, the great English writer on Universities, that "There is a kind of knowledge which can only be secured by personal inter-communication, a kind of intellectual cultivation which is made possible by constant interchange of ideas with other minds, a kind of enthusiasm which is impossible in isolation."

Here in our daily life of study we may gain that knowledge and that enthusiasm by the bringing together of teacher and teacher, teacher and student, and student and student.

"AND YOU, MADEMOISELLE? UNFORTUNATELY, YOU WILL BE IN LYON."

MARTHA CROWE, '27

"So, you are going to Toulouse, mademoiselle?", said Monsieur Desclos at headquarters of the Office National des Universités et Ecoles Françaises in Paris. (This is an organization that plays a prominent part in the awarding of scholarships to students for study in France and to French students for study in foreign countries. Monsieur Auguste Desclos, assistant director of the organization, was speaking to one of the girls who was accompanying me to the office, a scholarship-holder to the University of Toulouse in southwestern France.) Monsieur Desclos continued, "That's fine, mademoiselle; you will be quite happy there. Toulouse is an old historical city that is extremely interesting. And you, mademoiselle? You will be in Grenoble, won't you?" And Monsieur Desclos addressed my other comrade, who had been awarded a scholarship to the University of Grenoble in southeastern France. "What good fortune! Grenoble is quite a beautiful city, entirely surrounded by snow-peaked mountains. You will find most agreeable companions in Grenoble and will make excursions with them high up in the mountains where you will go in for winter sports. Indeed, you are quite fortunate to be in Grenoble for the year."

Monsieur Desclos looked at me, the third member of the group. It seemed to me that his face had changed color, his eyes were sad. "And you, mademoiselle? Unfortunately, you will be in Lyon. What a shame—such a disagreeable city, freezing in winter and of torrid heat in the summer! And the inhabitants—they are quite serious and reserved, never gay, never lively. Ah yes, mademoiselle, how very unfortunate that you will be in Lyon!"

Several days later, I was having tea at the home of one of the most charming of the acquaintances I had made in Paris. In the course of the conversation, I mentioned the fact that I was on my way to Lyon where I intended to spend the winter. One of the guests, quite stunned, exclaimed, "But *why*, mademoiselle, did you choose Lyon? A very disagreeable city, the inhabitants of which are quite as cold in character as their miserable climate! And what fogs in winter!"

And that morning of the seventh of November, as I climbed into the train to go to Lyon, disappointed, a little discouraged, for I had anticipated quite a different life in Lyon, I assure you that I was by no means happy. Naturally, I was beginning to fear this cold and dismal city, situated in southern France, only a short distance by train from Paris—this gloomy city, where I was to spend seven or eight months at the University.

Seven hours later, I arrived in Lyon. Lyon, as you know, is the second city in size in France and is situated at the junction of the two beautiful rivers, the Rhone and the Saone. The foliage of the trees on the hills overlooking the Saone was scarlet and golden; the Saone, calm, blue, regular, flowed below. An attractive little French woman, charming, smiling, the woman with whom I was to live, had come to the station to meet me. We recognized each other immediately, thanks to the photographs that we had exchanged before my arrival. She welcomed me in such a cordial manner, that I was delighted with everything. The first days passed very quickly, for everything was so new. I strolled along the quays of the Rhone, that beautiful river so different from the Saone, rough, roaring, torrential, above which swarmed thousands of white seagulls; I watched the "boulistes", men who play along the banks of the Rhone a ball game typical of this region; I watched the "plates", little boats where the washerwomen go to wash their clothes in the river; I went occasionally to la Croix-Rousse, that industrial section of Lyon, where is still heard the hum of the shuttle and loom and the "canuts" (workers who work at home at weaving by hand); on Sunday and Thursday mornings I used to walk along the quays of the Rhone in the midst of the open-air market and what movement, what animation one saw there! Lyonnais women with baskets on their arms, sacks in their hands, were bargaining with the keepers of each little stall; fine, sturdy men,

sometimes stout and ruddy, sometimes thin and pale, but always with a fine moustache. They cried out their merchandise on all sides. And what was being sold in this open-air market? Dresses, hats, piece-goods, sweaters, shirts, shoes, suspenders, jewelry, curtains, trousers, ties, soap, meats, vegetables, cheese, etc.—everything imaginable. At the end of the first few weeks, as I penetrated Saint-Jean and other historical sections of this city, formerly the capital of the Gauls and of the Burgundian kingdom, as I pursued several interesting courses at the University on the history of the French language and the literature of the sixteenth and seventeenth centuries, as I made many delightful acquaintances, I often wondered if the Parisians were not mistaken about Lyon. As far as I was concerned, it was becoming more and more interesting.

I had gone to France with the desire of seeing the Frenchman in his home, of observing his customs, his habits of life; and indeed I had a splendid opportunity to know him just as I wanted. At the University, I was fortunate in making friends of many of the students who invited me quite often to their homes to have tea, to knit, to play "plafond" (similar to contract bridge), to dinner, to dance, and to many other social functions. Thus I passed delightful hours discussing and hearing discussed the plans and hopes of my university companions, university life in America, customs in general in France and America, the debt question, and so on. Through the hospitality of the professors at the University and Madame Guy and her daughter, the people with whom I lived, my contacts with French people were increased and I came to know rather well the Lyonnais character. The Lyonnais is rather a queer combination. He is, first of all, quite practical. He is a good business man (and by the way, practically every business man in Lyon is connected with the silk industry, as it is the chief industry of this city). Combined with his practical-mindedness, he is either an artist himself or he possesses a fine appreciation of art, music and literature. So severe a critic is he, that even the most famous artists, musicians and speakers of Europe hesitate to appear before a Lyonnais audience. The Lyonnais audience *is* hard to please, but once an artist has demonstrated his real worth, the Lyonnais is quick to show his warm approval. Fortunately, I had the opportunity of hearing some of the world's most famous concert singers, dancers, actors and lecturers. Among the latter were Paul Morand, Emil Ludwig, Leon Daudet, Leon Tolstoi (son of the great Russian writer) and Edward Herriot, mayor of Lyon. In the spring, during the national fair that is held yearly in Lyon, I had the rare opportunity of beholding the President of France himself, Monsieur Albert Lebrun, riding in state by the side of Monsieur Herriot in the parade which inaugurated the fair week.

The many interesting museums, such as the Musée des Beaux Arts and the Musée des Tissus (the only museum of its kind in the world, for here one finds specimens, along with the history, of all types of materials—particularly of silk materials—that have been known for centuries), as well as the beautiful old churches and the many exquisite monuments of art, occupied a large part of my time. Among these specimens of art, the statue of the river being drawn to the sea by four horses at the Place des Terreaux was particularly beautiful. This was done by Bartholdi, sculptor of the Statue of Liberty. Also to be mentioned are the statues of Louis XIV at the Place Bellecour, those of the Rhone and Saone in the Hotel de Ville, and those of the République Française and of President Carnot.

Aside from the interesting historical sections of the city and the exquisite monuments of art, as I have already shown, all that was very typical of Lyon in the way of customs—that is, the local color of the city—interested me particularly. One of the most interesting of the religious ceremonies takes place the eighth of December, the date of the Fête of the Immaculate Conception. This is the night on which honor is paid to the Virgin Mary, for Lyon had been placed under the protection of the Virgin in the early part of the seventeenth century by Louis XIII. That night, the eighth of December, all the city is illuminated. There are candles in all windows; the lighting effects along the banks of the Saone are beautiful. The crosses of all the churches along the river are

outlined in lights; and high upon the hill of Fourvière, overlooking the Saone, one reads on a sign on the basilica of Fourvière these words: "Lyon to Mary. May God protect France." I heard several origins of this custom while there. In 1870, during the Franco-Prussian war, the inhabitants of Lyon made vows promising Mary that they would have a magnificent church erected to her if Lyon were spared by the Prussians who were at that moment in Dijon, quite near Lyon. Lyon was spared, and it was in gratitude for the delivery of the city that this beautiful cathedral was constructed and that the inhabitants honor the Virgin on the eighth of December. Another story tells us that many years ago a terrible plague was raging in Lyon and thousands were dying. The good Lyonnais prayed that the city be delivered of the plague and of the intense suffering. Suddenly, the eighth of December, there were no more evidences of the plague. After this date not one person suffered from the malady. Since the plague disappeared on the eighth of December, it is a custom to honor Mary always on this day. Whatever the origin, the ceremony is indeed interesting and most colorful.

Lyon and its charm is, for me, a source of endless conversation. However, my article is becoming long, and I shall leave the discussion of Lyon with this remark: Of all the cities in France that I visited—and I visited quite a few—I would rather have spent the winter there than in any other.

Naturally, finding myself in Europe for practically a year and not knowing when I should ever have the opportunity to be there again, I wanted to see as much of Europe as possible. Consequently, I took advantage of every vacation period for travel. During the fall, before I went down to Lyon for the year, I spent two months in Paris. Here I visited all the well-known historical spots of interest and took short trips to Versailles, Fontainebleau, Chartres, and the chateaux country in the Loire valley. At Christmas time, I journeyed by auto car from Grenoble through the snow-capped Alps to Nice; then on to Monte Carlo, Menton, Cannes, Grasse, Marseilles, Nimes and Avignon. One week-end in January, I went to Switzerland, stopping at Montreux, where I saw the old chateau of Chillon (famed by Byron in his poem *The Prisoner of Chillon*), Lausanne and Geneva. During the Easter holidays, I traveled in Italy, visiting Florence, Rome, Naples, Pompeii, Capri and Venice. Many delightful hours were spent among the interesting ruins of the old Roman forum and of the coliseum, in the Vatican, in driving along the Appian Way, in Hadrian's old palace, in the Church of Saint John in Lateran and other interesting spots. Can you realize just how delighted I was to find myself along with the other two hundred thousand people literally packed in Saint Peter's Church on Easter Sunday morning? Sad to relate, I cannot give you any romantic idea or picturesque account of my sojourn in Venice. I was there only a few days; it poured rain; the weather was freezing, and there was no heat at the hotel at this time of the year. Chilled to the bone, and having seen only Saint Mark's Square and Cathedral, the Ducal Palace, the Bridge of Sighs and the old Rialto, I gave up finally most of the sight-seeing, went home and asked the hotel-keeper for a hot-water bottle and several blankets. Thus, unfortunately, I spent most of my time in Venice in bed, buried in blankets in a fruitless effort to keep warm. And I too had gone there with delightful ideas of moonlight, music and gondolas!

The months of June and July found me here, there and everywhere—first in Strasbourg in Alsace. Here someone has poetically but truthfully said of the cathedral built of reddish stone, "It looks as if it were bathed in the dying rays of an eternal sunset." Then I went into Germany to Heidelberg, where I saw the world-renowned university and the historic castle, Baden-Baden, known as a health resort, Frankfort and Mainz. I must pause for a moment to relate an amusing incident that took place in Frankfort. I was there with a friend for only a few hours. We did not know a word of German, being fortunate enough up until this time to have run into someone who spoke English. This day we were strolling down the streets of Frankfort, completely engrossed in the sights we were seeing, among them the birthplace of the celebrated German poet Goethe. Sud-

denly, I glanced at my watch and found we had only a very short time to get back to the station to catch the train for Mainz, where we were to take a boat up the Rhine River. My friend and I were completely lost. We had no idea in which direction the station was to be found. We approached a policeman and I rather timidly asked him if he spoke English. You have never heard such a volley of German as that he fired at me! Quite perplexed, I felt very helpless indeed. And then I had an idea! I opened my pocketbook, took out my railroad ticket, and showed it to him. His ruddy face wrinkled into a broad grin; he fairly beamed as he cried out: "Choo-choo! Choo-choo!" Choo-choo seems to know no *one* language; its meaning is universal. Delighted, I nodded. He very kindly led me and my companion to a taxi and explained to the driver in German what I was to hear very often during my sojourn in Germany, for I found myself in such an embarrassing situation more than one time. The gist of his words was: "Here are two English-speaking people who do not know a word of German. Will you be kind enough to take them to the station?"

Thanks to the courtesy of the policeman, by nightfall we managed to reach Mainz, the birthplace of Gutenberg, inventor of the printing press. The trip by boat on the Rhine, past all of the castles of this region, was too beautiful to try to describe. We landed in Cologne at sunset. There was a golden glow over the whole city, which is dominated by one of the most perfect structures ever built, the Cathedral of Cologne.

The next few days were spent in Belgium, in Brussels with its population of one million and in the quaint little city of Bruges. Then I returned to France. Once back in France, I went to Rheims where I visited what remains of that beautiful specimen of Gothic architecture, the Cathedral of Rheims. I visited the battlefields around Rheims, a dismal and gloomy spectacle to the tourist. Then followed another week in Paris and on to Rouen, famed particularly for its ancient cathedral and market, the place where Joan of Arc was burned at the stake in 1431. Upon leaving Rouen, I went into the province of Brittany, in the northwestern corner of France, that quaintest of all sections. Of Celtic origin, it has developed apart from the rest of France and has kept its ancient languages, costumes and customs. Leaving Brittany, I went up to Dieppe, where I sailed across the English Channel to England. London, Oxford, Stratford-on-Avon, interesting locales up until this time familiar to me only through English history and literature, became realities. These last ten days on English soil passed all too quickly.

A happy year was ending. July the nineteenth found me in Plymouth, aboard the Ile de France, homeward bound. Upon entering my stateroom, I found quite a pile of letters sent by friends wishing me "bon voyage," and among them several letters from French friends. Indeed I was particularly happy to find these, as it made me feel as if I were leaving behind old friends instead of mere acquaintances made during a short stay in France. Several hours later, the last low cliffs of England were becoming dim in the mist. I was leaving Europe behind, perhaps for always—one never knows. There was a big lump in my throat as I watched the coast of England disappear and with it my year of happiness over there. I whispered to myself very softly, "Yes, it's true what they say over here. *Partir c'est mourir un peu.*", which translated as best we can is, "Parting is dying a little."



BOOKS

MARGARET (BLAND) SEWELL, '20

(The talk given to faculty, students and alumnae at the time of the Alumnae Week-End, Friday, December 1, 1933)

When I first consented to talk on the subject of books, I felt sure that someone would say of me as Green in Richard II said of the Duke of York:

"Alas! poor duke, the task he undertakes
Is numbering sands and drinking oceans dry."

To talk on the subject of books is, indeed, numbering sands; for to talk on the subject of books would be to talk on science, history, travel, philosophy, literature, art, music, and religion; to talk on the subject of books would be to talk on all that man has thought, all that man has accomplished, all that man has dreamed of. Even to attempt such a task, one would need the bumptious conceit of a Falstaff, who, having arrived to fight when the battle was over, yet had the temerity to brag: "I may justly say with that hook-nosed fellow of Rome, I came, I saw, I overcame."

My knowledge of books is about as important to the sum-total knowledge of books as was Sir John Falstaff's part in the battle to which he arrived so tardily. Yet I am sure that I cannot come, speak on, and overcome the vast subject that has been given, and so I want to limit my talk to two simple suggestions: (1) Own your books; (2) make books your own.

As to the first suggestion, many people ask: Why should one own books when there are so many public libraries, where books may be had rent-free or for a few cents a day? But "reasons", to quote Sir John again, "are as plentiful as blackberries", the chief among reasons being, in my opinion, that books will mean more to you if you own them yourself than if you rent or borrow them.

"What sort of books should you own?" is another question that occurs to many people. That depends on what sort of person you are, for books, like people, have personalities; and, above all, you should choose books that suit you, books that really interest you. If you don't like to read Shakespeare; then, by all means, don't buy Shakespeare. If you think of buying Spenser and Donne, Shelley and Keats, because you think they would look well on your bookshelves; then leave them in the stores until they are claimed by someone who finds in their poetry a language clothed with living thought.

If you love art, then buy books about art. If music means more to you than anything, choose books about music. If you are a person of scientific or practical interests, then buy scientific and practical books. If your real passion is cooking, then by all means buy cook books. I know of no more charming volume in my mother's library than an old book of Charleston recipes. In it are the usual forms of recipes—so many cups of flour, so many yolks of eggs, so many spoons of shortening, etc.: but in it also is the accumulated cooking experience of Spanish families, French families, English families, Scotch-Irish families; in it also is something of the legend and the history of a quaint old city.

But while you collect books that are of particular interest to you, keep your mind open and your sympathies alive to new interests. Don't think, for example, that because you may be lucky enough to be one of those who are alive to the wonders of modern science, there is no saving grace in the Greek and Latin classics. Don't think, because you are fond of history and find Grand Opera something of a bore, that Voltaire was right in saying, "What is too stupid to be spoken is generally sung." Don't think, for example, because you are enthusiastic about French literature, that there is no hope of salvation in geometry, but remember the words in *Friar Bacon and Friar Bungay*:

"He who reads but mathematic rules
Shall find conclusions that avail to work
Wonders that pass the common sense of man."

As Rousseau says, "It is better to be a man of paradoxes than a man of prejudices." And I don't believe that a lover of books would scorn any subject that adds to man's knowledge or enriches his experience.

But if your preference for books happens to be along the well-beaten, well-loved path of English literature, I should like to talk to you a little more on what great riches you have to draw from.

If you remember your Boswell and can say, "Sir, the biographical part of literature is what I love most", then you should by all means start your library with biographies, beginning with Boswell's *Life of Johnson* and Eckermann's *Conversations with Goethe* and ending, after many additions, with Eckermann's *Conversations with Goethe* and Boswell's *Life of Johnson*; for if you have a truly deep interest in biography, you will perhaps feel like Robert Louis Stevenson who wrote, "I am taking a little of Boswell daily by way of a Bible and mean to read him until the day I die."

Or if you feel like Cicero in the lovely lines in *Pro Archiis*, "Saxa et solitudines voci respondent", the rocks and solitudes reply to his voice (i. e. the voice of the poet); then you should collect about you all the great books of English poetry that come your way.

But if you are a little afraid of poetry, as was Sam Weller's father, remember with sympathy their discussion on the occasion of a composition of a valentine by the younger Weller.

"Lovely creetur", began Sam.

But his father looked at him in alarm, "Tain't in poetry, is it?", he asked.

"O, no! no!", protested Sam.

"Wery glad to hear it," said Mr. W. "Poetry's onnatural. Never let yourself down to talking poetry, Sammy my boy!"

But when Samuel finished reading his valentine, Mr. W. could only shake his head and criticize, "If it ain't poetry, I'm afeerd it werges on the poetical."

Or, to turn from the ridiculous to the sublime, perhaps you agree with Plato that poets say many beautiful things but know not what they say and that though you would crown them with laurel, yet you would send them on their way, finding no place for them in your republic. Or if you agree that poets are not what you want, then turn from poetry to something else—say drama, perhaps.

And there again you have a range too wide to be more than mentioned, from the stately measures of Aeschylus down through the ages to the clever witticisms of Oscar Wilde and then on to the problem plays of Ibsen and other moderns. But, if you feel that drama, too, "werges on the poetical", you still have a wide selection to make, from novels, literary criticism, short stories, essays and literary history.

Or if you have a general literary taste and the money to indulge it, you might put in your collection of books, first editions, presentation copies, and association copies.

Who would not be thrilled to own the presentation copy of Dickens' *Chimes* with the inscription on the fly leaf, "Charles Dickens, Junior, from his affectionate father, Charles Dickens", or the very copy of the *Christmas Carol* that Dickens gave to Tom Beard? Those copies do pass hands occasionally for the consideration of several hundred dollars.

Or imagine being the proud possessor of the copy of Shelley's *Queen Mab* in which is written, "Mary Wollonstonecraft Godwin from P. B. S. You see, Mary, I have not forgotten you."; and in which is also written in Mary's hand, "This book is sacred to me. Yet what shall I write?—That I love the author beyond all powers of expression and that I am separated from him." No wonder a book so rich in literary and human association should have been greatly sought for and should have commanded a few years ago the sum of \$7,500.

There is an association book that has recently been brought into the limelight by Admiral Byrd. If you were bound for the South Pole, what book would you take along?

Admiral Byrd has taken with him a copy of Dryden's poems. Why? Because he likes the stately measures of Dryden, because he admires the lines of *Alexander's Feast*?:

"Softly now in Lydian measures
Soon he soothed his soul to pleasures.
War he said is toil and trouble,
Honor but an empty bauble."

Perhaps, but certainly because of the association of this particular volume. It was the very book that was taken in the 1840's by Sir John Franklin on his tragic adventure to the polar regions and which was found seventy years later by the explorer Peary. Now this same volume is going to the arctic regions with Admiral Byrd.

But, if you are not going on an outward voyage with Dryden's poems in your pocket, what wouldn't you give to own the copy of Stevenson's *Inland Voyage* in which is written, "My dear Cummy, if you had not taken so much trouble with me in the years of my childhood, this little book would never have been written."? What a priceless possession for one who loves the adventurous brave spirit of Stevenson.

If you are extremely ambitious about books and extremely wealthy, you might even aspire to owning some day one of the few folio editions of Shakespeare, which command a price of \$20,000; and if you are more than ambitious, more than wealthy, you might even be the owner of a valued Gutenberg Bible. Some years ago, Mr. Huntington paid \$50,000 for his Gutenberg Bible; and although at that time that was the largest price ever known to be paid for a single book, he considered it a bargain.

But even the wealthy book collectors often confess themselves partial to little cheap volumes of the Modern Library or the Everyman, because those were generally the books which they first bought and read and loved.

So, if you are rich, buy books; and if you are poor (even if like Falstaff, you are as poor as Job, my lord, but not so patient), then buy books anyhow, for, as Dr. Johnson said, "It is better to live rich than to die rich."

But whether you buy a Gutenberg Bible or a simple Scofield edition of the King James' version, whether you buy a first folio of Shakespeare or the plain convenient Tudor series, there is a corollary to the proposition, own your books, a corollary that is more important than the proposition itself; that is, make books your own. For what profiteth it a man to own a whole library if the richness of human experiences does not become a part of his soul? Rather he is like the book collector in the medieval *Ship of Fools*,

"—This one pleasure have I,
Of books to have great plenty.
I take no wisdom by them;
All is in them and nothing in my mind."

But if you take wisdom by them, if you make books your own, you will have poet and sage to sup with, and your bread will be the bread of life; no matter how trivial and how ordinary is your surrounding, you will be able to create for yourself a fairy-tale existence, filling the common ways of everyday life with the reflection of some far-off brightness. For even the simplest, even the dullest experiences can be shared with the greatest of writers.

For example, what is more ordinary than admiring a pretty, new dress? Most people do not give such a common experience more than a passing thought. Yet to booklovers, it takes on an added importance, for it brings to mind the picture of Kate and Petruchio in the *Taming of the Shrew*, Petruchio criticizing the new foibles of style and Kate loyally praising,

"I never saw a better fashioned gown,
More quaint, more pleasing, more commendable."

Or it suggests Herrick's lovely lyric:

"When as in silks my Julia goes
Then, then methinks how sweetly flows
The liquefaction of her clothes."

Or suppose you invite someone to supper, a proceeding ordinary enough in its way, but one that brings a gleam of humorous recollection if you remember Cassius' invitation to Casca in *Julius Caesar*:

"Will you sup with me tonight, Casca?"
"No, I am promised forth."
"Will you dine with me tomorrow?"
"Ay, if I be alive, and your mind hold,
and your dinner worth the eating."

And even the question of table manners finds its place in the tribute to the nun in Chaucer's *Canterbury Tales*:

"At meate well ytaught was she withal;
She let no morsel from her lippes fall,
Ne wet her fingers in her sauce deep.
.
.
.
Her overlippe wiped she so clean
That in her cuppe was no farthing seen
Of grease, when she dranken had her draught."

Suppose your home is in the throes of a general house cleaning. Suppose that your curtains are down, the pictures off the walls, the pieces of furniture stacked on the porch, and the rugs in a forlorn heap in one corner while the smell of gasoline and Johnson's floor wax pervades the place. You feel as if your citadel of defense had been stormed and taken, until you remember Emily Dickinson and her saying: "We are having house cleaning. I prefer pestilence." And immediately you feel that even house cleaning is a human experience, that even a poet like Emily Dickinson could understand and sympathize. And those of you who have particular difficulties along the line of house-keeping should turn to Jane Welsh Carlyle's *Letters*, for there you'll find the truest and deepest sympathy.

And if things go unusually badly at home and everybody is upset and everybody is getting on everybody else's nerves, then just remember the description in *Two Gentlemen of Verona*: "I think Crab, my dog, be the sourest-natured cur that lives: my mother weeping, my father wailing, my sister crying, our maid howling, and our cat wringing her hands; our house in a great perplexity. Yet did not that cruel-hearted cur shed one tear."

But not only in the ordinary affairs of everyday life can you look to writers for understanding. But in the more solemn moments which you are often too shy to share with your family and friends, you can turn eagerly to books.

There may be times when you feel the desire to do great things and even almost have the confidence that you can do them some day and you find your very experience voiced by Orestes in Goethe's *Iphigenia in Tauris*:

"The waves came dancing to our very feet
And all before us lay the wide, wide world,
Then on a sudden one would seize her sword,
And future deeds shone round us like the stars."

Or some day in class there comes one of those rare moments when a teacher is able to open to your eager mind a whole new realm of thought and you feel as did Keats when he opened Chapman's Homer or as the seven French poets, called the Pleiades, when their teacher first introduced them to the beauty of the old Greek classics and you feel like exclaiming with Ronsard: "Master, o, my master, why have you so long time hid these riches from us?"

Or in remembering the wealth of some new intellectual or spiritual experience that came to you through some teacher or friend, you feel like saying as Dante did to his teacher, Brunetto Lalini:

"For in my mind is fixed and my heart knows
The dear and kindly picture of you as a father
When on earth from hour to hour
You taught me how man makes himself eternal."

There are probably not many of you who are as fortunate as Montesquieu who said that he had never had a sorrow that an hour's reading could not dissipate. But though most of you may have sorrows that cannot be so lightly dissipated, sorrows that lie too deep for tears, yet you can find comfort in reading; for in books you find that your very troubles have been suffered by other people in other places and in other ages, and that suffering is a common, human lot through which you are sometimes purged as were the Greeks through the Katharsis of their tragedies.

And in those moments of sorrow you turn to the poet David who writes of the Jews in captivity, "By the rivers of Babylon, there we sat down; yea, we wept when we remembered Zion." Or we think of King Lear in prison and, believing himself deserted by every one, saying, "If you have poison for me, I will drink it." Or, "I have full cause for weeping but this heart will burst into a thousand atoms or ere I'll weep."

Or we think of the pictures that the chorus in *Samson Agonistes* gives of Samson before the last moment of his life:

"His servants he with new acquist
Of true experience from this great event
With peace and consolation hath dismissed
And calm of mind all passion spent."

Perhaps this calm of mind is the greatest gift we gain by making books our own, a calm of mind that lifts us above all that is trivial and all that is unimportant, a calm of mind that can even lift us above personal tragedy.

Eugene Field said that there would be few womenfolk in that particular corner of Paradise reserved for book lovers, but I hope that he is mistaken. I hope that there will be many of you there, each with a number of books that are yours in point of possession and yours in intellectual conception, so that you can look at each one and say truly:

"This is mine own and I as rich in having such a jewel
As twenty seas if all their sands were pearl,
Their water nectar and their rocks pure gold."



THE ALUMNAE WEEK-END IN RETROSPECT

FANNIE G. (MAYSON) DONALDSON, '12

The third annual Alumnae Week-End, held on December the first and second at the College, was again a time when we alumnae felt most grateful to our Alma Mater for giving us the time, the space, and, in many instances the lecturers in our yearly "re-education". The Alumnae Secretary has asked me for a brief resume of the lectures, but she will not object, I am sure, if we take a few lines of valuable space to thank the College for its gracious welcome and to express to the lecturers our appreciation of their wonderful dissertations and also of their willingness to give us of their valuable time.

Following Margaret (Bland) Sewell's opening talk in Chapel, which is given in full in another part of the Quarterly, the alumnae poured into one of the Buttrick classrooms to hear Miss Florence Smith of our faculty speak on "The Cuban Situation". Miss Smith, introduced to the audience by Dr. McCain, gave a splendid sketch of the geography and history of Cuba, following through with its revolt against Spain, the Spanish-American War, its freedom from Spain, the influences of American interests in Cuba which brought about the Platt Amendment, which established the republic, allowed no foreign treaties or debts, and made provision for intervention by the United States in times of crisis. Miss Smith's treatment of present conditions in Cuba was most graphically given: the terrorism of Machado's rule, his resignation, the rise of many secret societies, of which the ABC is the most powerful and has a real program of reform; the appointment of DeCespedes, his overthrow by Dr. Grau San Martin, who is still in power but who has not been able to get his government recognized by the United States government because of the opposition by the ABC group and others, a situation which means financial disaster to Cuban interests. Miss Smith advised us to read carefully news from the Pan-American Conference of December the seventh and, with the background of this lecture, to judge the developments.

From eleven-thirty to twelve-thirty o'clock, Dr. W. W. Young of Atlanta, introduced by Mrs. Sydenstricker, spoke on "Fundamentals of Child Rearing". His talk centered around what he called the three mistakes of parents: (1) the average parent has no understanding of the function of parenthood, which is "to put out an independent product at adulthood, able to meet all situations with the least amount of emotional stress"; (2) the average parent attempts to teach the child something about which he knows nothing himself, the business of living; (3) the average parent does not understand childhood, its limitations of vision, morals, its difficulties in adjustment to civilization's code of living.

After lunch Miss Louise Lewis, of the Agnes Scott Art Department, introduced by Dr. Robinson, spoke on "Christ in Art". Miss Lewis showed the dominant role always played by religion in art and illustrated with slides the various interpretations artists have given us from the earliest beginnings of art down to the present day. The beauty of the slides and the theme which gave unity to the whole lecture left us with a sense of gratitude for this discussion.

Dr. George P. Hayes of the Agnes Scott faculty closed the day's lectures with a masterly criticism of "Macbeth". It is impossible to do this discussion even partial justice in this limited space. Dr. Hayes held us spellbound for the entire hour with the beauty and ability of his presentation. The one paragraph quoted below will give you only a suggestion of his treatment of the immortal drama:

"Shakespeare's task as the playwright of Macbeth was to portray life, yet to intimate that there is much about it that we do not comprehend, to show characters in a concrete situation, yet shadow forth the play of good and evil forces, which, while influencing human beings, transcend human capacity to perceive clearly or understand. The success of such a play depends as much on the dramatist's ability to suggest as to present—which causes John Mansfield to call Macbeth "the most poetical of Shakespeare's plays."

ALUMNAE BACK AT AGNES SCOTT FOR THANKSGIVING WEEK-END

Lillian Clement, '27
 Louisa (White) Gosnell, '27
 Julia Pratt (Smith) Slack, ex-'12
 Mary Duke, '32
 Pearl (Estes) Cousins, '93
 Marguerite (Cousins) Holley, '21
 Hilda (McConnell) Adams, '23
 Eva (Towers) Hendec, '11
 Cornelia Keeton, '33
 Estelle (Webb) Shadburn, Institute
 Susan (Shadburn) Watkins, '26
 Theodosia (Willingham) Anderson, '11
 Louise (Brown) Hastings, '23
 Gladys Austin, '29
 Fannie G. (Mayson) Donaldson, '12
 Julia (Thompson) Smith, '31
 Dorothy Kethley, '31
 Maude Armstrong, '33
 Thyrsa S. Askew, Insitute
 Helen Etheredge, '33
 Field Shackelford, '33
 Evelyn Campbell, '33
 Kathleen Hope, '33
 Eunice Lawrence, '31
 Ann Brown Nash, '33
 Eugenia (Johnston) Griffin, '21
 Lelia (Joiner) Cooper, '27
 Evangeline Papageorge, '28
 Dorothy Hutton, '29
 Annie (Johnson) Sylvester, '25
 Sara (Shadburn) Heath, '33
 Catherine Baker, '32
 Penelope Brown, '32
 Annie (Wiley) Preston, ex-'99
 Margaret (Bland) Sewell, '20
 Janef Newman Preston, '21
 Margaret Ridley, '33
 Virginia Heard, '33
 Gail Nelson, '33
 Sarah Bowman, '32
 Elizabeth (Marsh) Hill, '20
 Willie May (Coleman) Duncan, '27
 Lucille (Coleman) Christian, ex-'30
 Frances Oglesby, '33
 Leone (Bowers) Hamilton, '26
 Frederica Twining, ex-'35
 Nevelyn Parks, ex-'36

Irene (Ingram) Sage, Institute
 Hazel (Huff) Monaghan, '26
 Clemmie (Wootten) Talley, ex-'19
 Betty Bonham, '32
 Lillie Bellingrath, '29
 Emma Pope (Moss) Dieckmann, '13
 Hallie (Smith) Walker, ex-'16
 Louise Stakely, '32
 Katharine Woltz, '33
 Martha Walker, '33
 Grace (Coffin) Armstrong, ex-'17
 Augusta (Skeen) Cooper, '17
 Cora Frazer (Morton) Durrett, '24
 Lucile Alexander, '11
 Frances (Gilliland) Stukes, '24
 Mary Clarke, '33
 Emily (Nelson) Bradley, '27
 Anne Hudmon, '33
 Mary Hudmon, '33
 Margaret Jones, '33
 Emily Spivey, '25
 Laura Spivey, '33
 Polly Jones, '33
 Mildred Hooten, '33
 Page Ackerman, '33
 Louise Wesley, '33
 Marion (Hodges) Anthony, '29
 Carrie Scandrett, '24
 Shannon Preston, '30
 Miriam Preston, '27
 Willa Beckham, '33
 Jule Bethea, '33
 Josephine Clark, '33
 Roberta Kilpatrick, '33
 Eugenia Norris, '33
 Thelma Richmond, '33
 Letitia Rockmore, '33
 Elizabeth Thompson, '33
 Rosalind Ware, '33
 Lucile Woodbury, '33
 Billy Belote, '33
 Catherine Happoldt, '33
 Thelma Richmond, '33
 Marlyn Tate, '33
 Louella Dearing, '33
 Marybelle (Stollenwerck) Pitts, ex-'33



The Alumnae Garden, as you will see by the frontispiece, is fast becoming "a thing of beauty and a joy forever". An appeal has been made to all of the local clubs to help with developing this lovely garden spot this year. Personal donations will also be acceptable. Louise (Brown) Hastings, '23, should be especially commended for her tireless efforts in carrying out the plans of the landscape architect in developing this garden. The pergola, which is not as yet complete, is the gift of the Charlotte Club. When finished, it will be topped by a framework structure of white, and will be covered with climbing roses.

* * * *

The Field Alumnae Secretary, with the General Alumnae Secretary, is spending the month of January in Florida, traveling for the College. The trip will include most of the outstanding cities in Florida and many alumnae and prospective students will be visited. The organized clubs in Miami and Jacksonville will meet at the time of their visit.

* * * *

The Founder's Day Program will be broadcast over WSB on Thursday afternoon, February 22, from three-thirty to four o'clock, central standard time. Because of the increased power of this station, it is felt that the program should get a good reception at this time. It is planned to meet the suggestions of the many local groups who do not have central time in their locality. It is hoped that many alumnae will listen in and meet informally for the occasion.

* * * *

The Alumnae House has benefited materially from the following gifts: a pottery bowl from Carrie Scandrett, '24, and Llewellyn Wilburn, '19; an antique rug and a tufted bedspread from Miss Lillian Smith, Margaret Phythian, '16, and Lucile Alexander, '11; sheets and pillow cases

from Miss Elizabeth Jackson; silver salt cellars and pepper shakers from Susan (Young) Eagan, Institute; sheets and pillow cases from Miss Louise McKinney and Dr. Mary F. Sweet; hand-woven towels from Janef Preston, '21; a bedspread from Imogene Allen, '23.

* * * *

The Curriculum Committee had a tribute paid its fine work by the good attendance at the third Alumnae Week-End. An incomplete list of those present at that time is published elsewhere in this issue.

* * * *

Radio Programs are still broadcast over WSB on Wednesday evenings from six-thirty to six-forty-five, central time, featuring Agnes Scott speakers and Agnes Scott interests. A remarkable number of parents and alumnae have reported hearing and enjoying this publicity. Let us have your report!

* * * *

Forty-six of the Class of '33 have already joined the Alumnae Association. Since there were ninety-nine in the class, it is felt that this is a representative percentage.

The Atlanta Club has spent a busy fall, with regular monthly meetings and the sponsoring of two definite projects. The October meeting was featured by a talk by Dr. Philip Davidson of the Agnes Scott History Department on the Socialist Movement in Germany. The speaker for the November meeting was Martha Crowe, '27, whose talk is reprinted in this issue of the Quarterly. The luncheon given by the club in October was very successful, as was the bazaar sponsored at the Biltmore in December. From these two projects enough was realized to pay the College \$250 on the club pledge in the recent campaign.

The Baltimore Club has elected Lillian (LeConte) Haddock, '29, president. The club made a gift recently to a deserving Agnes Scott student to enable her to continue her work at the College the second semester.

* * * *

The Birmingham Club has elected the following officers for the year: Sallie (Horton) Lay, '25, president; Harriet Smith, '31, first vice-president; Mary (Bryan) Winn, '16, second vice-president; Eleanor Gresham, '26, recording secretary; Anabel (Stith) Self, ex-'23, treasurer; Florence Kleybecker, '33, corresponding secretary. A special committee has been appointed to put on a drive for membership and attendance. At the December meeting of the club Mary Ray Dobyns, '28, reviewed "No Second Spring" by Janet Beith. The club is working toward paying their pledge to the College this year.

* * * *

The Decatur Club attended the program of the Alumnae Week-End at the College in November, in place of their regular monthly meeting. The club is now making plans for a meeting the end of January and a meeting in February to coincide with the Founder's Day celebration.

* * * *

The Jacksonville Club has made arrangements for a special meeting in January to coincide with the visit of Penelope Brown, '32, Field Alumnae Secretary, and Dorothy Hutton, '29, General Alumnae Secretary. This club too is making plans for the Founder's Day observance.

* * * *

The Los Angeles Club held its second meeting on Sunday, November the twelfth, at the home of Betty (Thompson) Brennan, ex-'31. There were about fourteen people at the meeting. Those present en-

joyed hearing a letter from Dr. McCain and seeing recent copies of the Agonistic and college bulletins.

* * * *

The Lynchburg Club responded to the plea of the Clubs Committee that the local clubs help this year with the garden by sending in one hundred yellow tulip bulbs. This was a most acceptable present.

* * * *

The Memphis Club has been inactive for a short time, but will meet soon and reorganize under the presidency of Margaret (Smith) Lyon, '22.

* * * *

The Miami Club is planning a meeting for January at the time of the visit of the Field Alumnae Secretary, Penelope Brown, '32, and of the General Alumnae Secretary, Dorothy Hutton, '29.

* * * *

The New Orleans Club meets each month, and plans to have at each meeting a talk by an outsider. At the November meeting the principal of a private school in New Orleans spoke on "Some Recent Trends in Modern Education." The club is working on a project of raising some money to be sent to Agnes Scott as a gift from the group.

* * * *

The New York Club held its winter meeting in November. The club meets three times a year: in the winter, for Founder's Day, and in the spring. They are now making plans to listen in on the radio broadcast on February the twenty-second.

* * * *

The Washington Club met on November the twenty-first with Peggy Whittemore, ex-'26. In October the members of the club were entertained at tea by Willie Wellborn, Institute. Their recently elected president is Vera (Hickman) Butts, '25. Irene Garretson, '28, is secretary.





Founder's Day Program!

Over WSB!

February 22, 1934!

3:30 to 4:00 o'Clock!

Central Standard Time!

Tune In On

Agnes Scott!

ALUMNAE OFFICE
ANNA YOUNG ALUMNAE HOUSE
AGNES SCOTT COLLEGE
DECATUR, GEORGIA

The
Agnes Scott
Alumnae Quarterly

April, 1934

REUNION NUMBER

THE HISTORY OF THE CITY OF BOSTON

FROM THE FIRST SETTLEMENT TO THE PRESENT TIME.

BY
JOSEPH NEALE, ESQ.

VOLUME I.

BOSTON: PUBLISHED BY J. NEALE, 1825.



The Agnes Scott Alumnae Quarterly

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1934 GRANDDAUGHTERS
(See page 25)

IN PRAISE OF POLITICIANS

STANLEY KING

President of Amherst College

(Reprinted here through the courtesy of *The American Scholar*, Phi Beta Kappa publication.)

Some fifty years ago Mr. Justice Holmes, in addressing a graduating class at Harvard University, said, "War, when you are at it, is horrible and dull. . . . I hope it may be long before we are called again to sit at that master's feet. But some teacher of the kind we all need. In this snug, over-safe corner of the world we need it, that we may realize that our comfortable routine is no eternal necessity of things, but merely a little space of calm in the midst of the tempestuous untamed streaming of the world, and in order that we may be ready for danger. We need it in this time of individualist negations, with its literature of French and American humor, revolting at discipline, loving flesh pots, and denying that anything is worthy of reverence—in order that we may remember all that buffoons forget." He was speaking of the faith of the soldier, a faith which has burned brightly in America's most distinguished living political philosopher ever since he fought in the 20th Massachusetts Regiment in the Civil War. We easily forget how large a part the soldier's faith has played in the development of our thinking, our conventions, our attitude toward dangerous sports, our ideals, even of our language. The ideal of the gentleman, the concepts surrounding personal honor, the ideal of glory, the implications of patriotism, all are inextricably interwoven with man's assumptions in regard to war. A large part of our literary heritage, both poetry and prose, derives its significance and its beauty from our traditional attitude toward the soldier's calling.

Today our young men and women in college are inspired by an idealism against war. The students at Oxford University voted overwhelmingly against "fighting for King and Country," and the students in our American colleges are moved by a similar idealism which finds expression in similar pronouncements. Their point of view finds support and approval from a large number of our own generation, from men and women who participated in the World War, who know its unspeakable cost, and who believe from their study of history that wars are usually futile. This is a more revolutionary change in the thinking of the Western world than is commonly realized. We have had wars since time began, some of them frightfully costly in lives and property. Our own Civil War impoverished a great part of our country for more than a generation and left a legacy of bitterness which still lingered in the South until 1917. But never before has Western civilization turned its face definitely against war and set itself so resolutely the task of keeping the peace. The significance of this change in the realm of ideas is perhaps more far reaching than we yet understand, for new ideas are a powerful ferment. The old ideals based on our previous concepts are gone. The faith of the soldier has lost its power to captivate our imagination and to polarize our thinking.

The alternative to war is negotiation. The alternative to violence and revolution is adjustment by discussion. On the one side—force of arms; on the other side—the force of words. There is no third alternative. And the way of adjustment—negotiation, settlement by talk—is politics. One would expect, therefore, that there would develop today side by side with our growing distrust of force as a means of settling controversy, a growing hope and confidence in political procedures and an increasing respect for politicians. One might I think reasonably anticipate that as the soldier's uniform lost its glamor, as the Field Marshal and the four-star General ceased to be popular heroes, our young men would look up to our civilian leaders in politics and aspire to emulate the men whose profession is based upon adjustments rather than upon bayonets. But the contrary seems to be the case. We have witnessed a growing distrust of politicians, an increasing cynicism as to political procedures. And this distrust and cynicism come from the men and women of our generation and are transmitted by them to the young

men and women in our colleges. This cynicism is corroding the very heart of our institutions, the faith of our people in themselves and in their power of self-government. Politics has become a byword of reproach: politician a term of opprobrium.

Let us examine some possible sources of this cynical distrust. The professional soldier has always distrusted the politician. Throughout history the generals have been jealous of civil control, have resented the intrusion of politicians into what they regarded as their peculiar province. Instinctively they have recognized the antithetical positions occupied by the two groups. The military caste in Japan have recently given a striking example of the contempt in which they held the civil government. And we had not had time to forget the insolence of the military caste in pre-War Germany and Russia toward civil leadership. But this does not explain the distrust of the American private citizen, the churchmen, the leaders of thought in a free people, toward its political leaders.

The business man distrusts the politician. Here I suspect we approach our problem more closely for the business man has become the dominant type in America. The business man is an executive who wishes to get things done. He is not used to protracted debate. He overlooks the truism that the duty of a political party in opposition is to oppose and he regards the tactics of an opposition party as dilatory or obstructionist when in reality it may be performing the function for which it exists. Furthermore, the business man has developed during a period when laissez-faire was still a respectable economic doctrine, he has objected to legislation which restricted his activities or put bounds upon his freedom to operate his business as he saw fit, he has found himself distrustful of types of mind differing from his own, and has condemned almost equally politician and college professor because they were not "practical," like himself. But for many months now the business man has been sick—very sick—and this sickness has tended to modify and mollify his hostility and distrust.

The scholar distrusts the politician. The clergy, particularly perhaps the Protestant clergy, distrust him, perhaps because their own insistence is upon ethics, on making people good, while the politician feels that his first and only imperative duty is to remain in power and, in the common phrase, "get things done"—that the first requisite of a government is to govern.

But whereas the art of government is the oldest art in the world, the art of government by political parties, the art by which men are led to cooperate by persuading a majority to adopt a course of action, is relatively young. We are inclined to forget how recent is the development of our politics and of our politicians as we now know them. We are accustomed to think of our Anglo-Saxon political institutions as coming down to us from the dim past of English history, from the year books of the first Edward, from the Magna Carta of John. As a matter of fact, our present system is a much more recent development. After failing in the fifteenth and partially failing in the seventeenth century, the British Parliament learned to govern in the eighteenth. Parties were at first looked at with the greatest suspicion. To organize the members of Parliament into regular parties, thus enabling Parliamentary Government to function, was not an easy task. In the seventeenth century a political mistake by a leading politician was likely to cost him his head. In the proceedings to impeach Danby in 1678 the Earl of Carnarvon made a remarkable speech in which he admirably summed up the results of the factional strife in the seventeenth century:

"My Lords, I understand but little of Latin, but a good deal of English and not a little of the English history, from which I have learnt the mischiefs of such kinds of prosecutions as these, and the ill fate of the prosecutors. I could bring many instances, and those very ancient; but, my lords, I shall go no farther back than the latter end of Queen Elizabeth's reign, at which time the Earl of Essex was run down by Sir Walter Raleigh. My Lord Bacon, he ran down Sir Walter Raleigh, and your lordships know what became of my Lord Bacon. The Duke of Buckingham he ran down my Lord Bacon, and your lord-

ships know what happened to the Duke of Buckingham. Sir Thomas Wentworth, afterwards Earl of Strafford, ran down the Duke of Buckingham, and you all know what became of him. Sir Henry Vane, he ran down the Earl of Strafford, and your lordships know what became of Sir Harry Vane. Chancellor Hyde, he ran down Sir Harry Vane, and your lordships know what became of the Chancellor. Sir Thomas Osborne, now Earl of Danby, ran down Chancellor Hyde; but what will become of the Earl of Danby, your lordships best can tell. But let me see that man that dare run the Earl of Danby down, and we shall soon see what will become of him."—["Parliamentary History of England," edited by William Cobbett, Vol. IV, p. 1073 (30 Charles II, 1678-9)].

Danby went to the Tower, but he did not lose his head. It was not until 1742 that as Morley puts it, "Political mistake ceased to be a crime."

Politicians are the "salvage men" of government, as a recent English writer has pointed out. They come in after a revolution and after the passions of men in revolution have to some extent spent themselves. They construct a government. In England at the beginning of the eighteenth century the work of such politicians as Walpole and his associates, who followed the revolution which placed the House of Hanover on the English throne, laid the foundations for the British constitution with its parliamentary responsibility. In America we owe our own present form of government to men of the same type. Hamilton, Madison, Adams, and Jefferson were all politicians. Their modes of thought, their technics of action were those of politicians. Today we revere them as the Founding Fathers; we have set them on a pedestal and endowed them with divine genius for government. We forget that they were made of the same clay, that they had the same motives and jealousies, the same courage, and the same weaknesses as the politicians today whom we distrust and criticise. The party struggles of their time were on a plane which would not be tolerated today. The art of politics has made a significant advance in the past century. You will recall that Washington, most distrustful of political parties, requested Hamilton, who was an ardent soldier and on his staff, to retire from active participation in the military operations of the Revolution and devote his energy to the preparation of state papers and to those problems of civil government which would arise when the Revolution should be over. But political parties as such were still suspect and Washington in his farewell address even cautioned the country against the danger of party politics.

In the middle of the last century our politicians failed to resolve by adjustment the great question which divided the country, although Lincoln was in many ways the ablest politician which the country has produced. They could delay but they were unable to prevent the Civil War. Yet a political party, as Allen Johnson has pointed out, was the last bond between slave-holding and non-slave-holding states; and the party ties held long after the ties of church and other social institutions had broken asunder.

We have been considering politics as antithetical to war, adjustment as the antithesis to force, and so I believe it is. When the procedures of politics break down, war follows. It has been believed in the past that politicians could not wage war successfully, that in time of war countries should choose a strong military man, and give him supreme power. Therefore in the World War there was an almost overwhelming demand in England for Kitchener, and in this country a call, less insistent, but arising from the same lack of confidence in politicians, for General Leonard Wood. It was said that we needed at least temporarily a military autocrat to fight the German military autocracy. But historians are now venturing to suggest that the experience of the World War showed that politicians were more competent, even in this field, than the professional military men.

We hear much today of the activity of the professors in Washington who make up the Brain Trust. One Boston banker publicly deplores the intrusion of theorists into government. Many of us welcome them. Personally I may say parenthetically that I think it will be an education for the professors themselves. They will return later to their universities much wiser and better equipped for the instruction of youth and for the

prosecution of their researches because of direct personal experience in the art of politics as distinguished from the science of government. Of course it is not a new departure for the government to call in university men, even though the designation of them as the Brain Trust has stimulated the popular imagination. I remember very well how many men from the faculties of our colleges went into the service of our Government during the war. But the English, who have had longer experience than we in the art of government, have called their scholars into the service of the government so frequently and for so long, that it is not a matter of comment there. The chairman of the Department of Political Science at the University of London told me recently that every member of his faculty is expected as a part of his responsibility to the University to participate actively in some way in the process of government. It fertilizes the government; it fertilizes the University. Until we too expect this as a matter of course we shall be less mature politically than the English.

The answer, it seems to me, is not less politics but more politics. We as a people must become more politically minded. We must understand the functions of our parties and the way they properly operate the party system. If the people of this country were politically minded, as they are commercially minded, I venture to suggest that our political machinery would work more smoothly. It would have the understanding and approval of our people, and political leaders would have the confidence and the faith which in the past has been too much reserved for our leaders in business and commerce. "We lose entirely the meaning of party government," said Dwight W. Morrow, "unless we look upon it as one step, and by no means a final one, in that long and difficult problem of organization with which men have been concerned ever since they began to live together in political parties."

What is the opportunity and the obligation of our colleges? If our colleges and schools could send into the world each year a group of politically minded young men and women who regarded politics as a great profession, and the art of government as the concern of every citizen, if they should count the great politicians as more to be admired than the leaders of business, then we might be sure that the political institutions of a free people would survive. England has for years sent her best men from her colleges and her universities into the civil service. Professor Laski remarked to me that while he was in Harvard 1100 students passed through his course, of whom one went into the Government service; in the University of London 800 students have come under his instruction, of whom 50, and these his best students, are now serving their Government. I leave to the mathematicians the computation of the relative weight of these simple figures; all of us can understand their significance. If the faculties of our colleges believe in peace they must hold up our civil leaders to admiration and emulation. They must encourage their best students to enter the Government service.

The rejection of war by our students is an easy idealism. It expresses a noble aspiration, perhaps nobler than that involved in the faith of the soldier. But its implications are not easy. For the problems of civil life are more complex, "the doubts that beset the way of the politician more baffling than those of the battlefield." If our young men reject war, they must face the realities of the alternative; they must enter politics, not scorn it; they must strive to understand the ways of the politician and the motives which actuate him, and must prepare to play a positive part in the processes of government; they must understand the leaders of peace, must support them and honor them. Then only will they demonstrate that their fine idealism has the soundness and vitality and the power that have been the basis of the faith of the soldier. Then we may approach more nearly the ideal which Professor Morse ascribed to John Adams—"for the divine right to rule, whether claimed by King, Parliament, or Party, he substituted the divine, infeasible right of the people to grow."

THE TALIESIN FELLOWSHIP

FRANK LLOYD WRIGHT

(Reprinted here through the courtesy of the Alumni Features Service.)

(Foreword: The Taliesin Fellowship, Spring Green, Wisconsin, has as its head and directing genius, Frank Lloyd Wright. The Fellowship buildings are all located in a group on State Highway 23 in Southern Wisconsin, upon a 200-acre farm about 40 miles from Madison, and 3 miles from the nearest village. The Fellowship includes Mr. Wright, architect; a group of six honor men who have the status of Seniors in music, painting, sculpture, drama, motion, and philosophy; in addition 70 qualified apprentices chosen for work to be done. These, with technical advisors in the various crafts, constitute the Taliesin Fellowship. Leaders in thought from many countries visit the Fellowship, some residing there temporarily. The way of life is simple: Meals in common, fixed hours for all work, recreation, and sleep; rooms for individual study and rest. Imaginative entertainment is a feature of the home life: music, drama, literature, the cinema of our own and other countries; evening conferences with musicians, writers, artists, and scientists, who visit the Fellowship.

The Fellowship aims first to develop a well-correlated, creative human being with a wide horizon, but capable of effective concentration of his faculties upon the circumstances in which he lives. There is no age limit, as long as the quality of youth and the spirit of cooperation of the apprentice is characteristic. There is no specific time for entering or leaving the Fellowship, except that no apprenticeships are accepted for less than one year. Each apprentice is required to pay a fixed fee.

Among the present activities are the designing and making of furniture to complete the Fellowship buildings. As soon as possible, work in weaving, photography, printing and publishing, glass making and pottery will be projected in addition to the work already being carried on.

With the work of Frank Lloyd Wright, modern architecture may properly be said to begin. In a word, according to Lewis Mumford, he is our greatest American architect. He has not only profoundly influenced architecture in this country, but all recent buildings in Germany bear the imprint of his ideas and ideals; reverent volumes have been published about him in France and Holland, and he has been all but canonized in Japan. Alexander Woolcott says of him, "If I were suffered to apply the word 'genius' to only one living American, I would have to save it up for Frank Lloyd Wright." He reflects an attitude which more and more the intelligent laymen as well as the imaginative architect is likely to take—that the old architectural forms are dead, that the time has come for absolutely new creations. No architect during the last century, probably none since the Renaissance, has perceived so many fresh openings or projected so many possible lines of attack.

Since 1910, when Europe first discovered the genius of Mr. Wright, his home has been the shrine for every foreign architect of distinction who has visited this country. They have been stimulated by his example; they have studied his writings; they have taken up the clues he has thrown out, and have accepted through his demonstration the inevitability of modern forms. What Walt Whitman was to American poetry, Wright has been and more to all architecture.

Frank Lloyd Wright was born in Richland Center, Wisconsin, June 8, 1869, and lives now at The Taliesin Fellowship, Spring Green, Wisconsin. But he has offices in several cities throughout the world.)

Paper inflation and over-production have characterized education in our country for a half century or more. We have manufactured white-collarites, both sexes, by the million, and they are on our hands now, "for better or for worse". Textbook and classroom education by way of "credits" and "degrees" has inflated utterly commonplace intelligences far beyond their merits. And this mass production of the candidate for a white collar

job somewhere, somehow, is more serious than we imagine. I do not know how far the machine has conquered its master. But I do know the old traditions are breaking down and thousands of young men and young women are wandering about the States with little hope of the good life enjoyed by their forefathers. Every day it is becoming more difficult to be a decent failure, the prevailing success was so outrageous. There is only one net result of the gamble in education—more impotence. And as result of the economic gamble—more poverty.

Taliesin is concerned with the impotence that is consequence of the gamble in education, believing young America over-educated and under-cultured: sex over-emphasized. Nor does Taliesin believe the "artist" has any special claim to divinity such as he arrogates to himself. As the usual "graduate" is educated far beyond his capacity, so the "artist" sacrifices manhood to a bag of tricks. Both are insignificant. Personality gets in the way of the quality of individuality genuinely divine in man and that relates him, nobly, to all men.

As the "American" people our ingenuity is unquestioned. Intellectually we function for certain specific purposes very well. But where the deeper needs of men are concerned (we speak of these needs as Art and Religion)—we beg or borrow or steal to assume the virtues we have not, because we have been cut off from the life-giving sources of inspiration by the very means we take to find and reach them. Take youth away from the ground, put growth on hard pavements, pigeonhole it in the city, and the first step has been taken toward impotence. Herd youth in schools, in colleges, text-book and classroom the growing period, and what have you but the lever of vicarious power in insignificant hands? Send the more self indulgently egotistic youth to Art Institutes and again the vicarious life and the insignificant "me". Technique, and nothing to do with it. Men of vision? Men of deep feeling to create life anew and strength to meet defeat in that cause? Not much of these qualities. Our youth runs to journalese and the wisecrack: stimulants and inevitable craving. The "educated" youth must function in fashion, the critical faculty stimulated with no valid basis for criticism; choice predetermined in shallow or narrow grooves; personality more and more mistaken for individuality; mechanical horsepower or kilowatt mistaken for personal power. And noble selfhood has run down into ignoble selfishness.

The salt and savor of life that is joy in work soon runs stale in our academic formula and in our moded "institutions". A stale sap is the consequence. How can this knowledge-factory education qualify any individual for the wrestle with machine-leverage owned by selfish interests, or culture him for interpretation of life in this era unprecedented in all essential factors of the artifex? The two great inner experiences—necessary qualifications—Art and Religion have gone to seed on the barren soil capitalistic centralization has become.

Architecture is the harmonious nature of all structure whatsoever, and this valid structure and sense of it in our culture is lacking. In new materials and the multiple powers of machinery we have greater resources for form than ever existed before and, so, greater facility for failure. Knowledge of Architecture in this organic sense might be the salvation of Twentieth Century life because it is the natural center line of any true modern culture. An architect of an organic social order would then be our statesman. The poet-philosopher would be architect of our spiritual life. The architecture of sound intrigued Bach and Beethoven as music. The architect himself on any natural or organic basis becomes useful interpreter of the life of his era. Search for new forms is particularly his because we live in them and live by them. Painting and Sculpture are features of such architecture. As for literature, the writer committed to the literal knows less of life as architecture in this sense—but, unfortunately this writer is the writer we have. By way of him the literal has invaded, confused, and corrupted the plastic arts until in all artists deeper appreciations and realizations that have always recre-

ated, refreshed and lifted life above pleasure into joy are no longer potent. Our society knows pleasure but how little joy; knows much excitement but no true gaiety; has lost innocence of heart in exchange for an arid sophistication that may debunk anything but can make nothing but machinery. Reverence is dead. Even reverence for money is dying. To machine-power we still do reverence but human powers and human values are in the discard. If we pretend to do them honor it is by expecting to get around to them again some day—somehow.

Well, Taliesin believes the day has come for Art to take the lead in "Education"; believes the time ripe for rejection of the too many minor traditions in favor of great elemental Tradition; sees needed decentralization as going forward in new spirit with new forces to old ground, free above artificial anxieties and all vicarious powers, man able and willing to work again as the first condition of true gentility. Taliesin sees work, where something is growing and living in it, as not only the salt and savor of existence but opportunity for bringing "heaven" decently back to earth where it belongs. Taliesin sees art as the needed expression of a way of life in this machine age if civilization is to live. Feet on the ground Taliesin would go forward, mechanical leverage made more simple and effective, to realization of more human values in everything. By new standards of success Taliesin expects to measure the man for a nobler environment and beget in him a better correlation of sense and factor. Not a back-to-the-land movement. No. Nor is Taliesin interested in art for art's sake. It is interested in practical appreciation of the gift of life by putting the man's sense of it into the things he makes to live with and in the way he lives with them. When he makes them he must make them his own and make them worthy of his spirit. When he does that he will know well how to live with them with greater satisfaction of the demand real men make upon themselves.

The language of an ideal? Guilty. But it takes only faith and the ideal to defeat defeat wherever there is good work to be done and capacity definitely to do it. Faith nor Ideal are yet dead in our country although we are doing our academic, dollar-minded best to kill them, seeing both as the sentimentality they have mostly become. Faith and the Ideal are alive at Taliesin in spite of the "system" and in some ways more alive because of the new efficiencies humanity has bought at a terrible price.

The Fellowship is an experiment? Inevitably. But an experiment knowing direction definitely from experience. The experiment may fail but even so, more valuable to life in our extremity at the end of this epoch than so many of the successes acclaimed or achieved in the past.

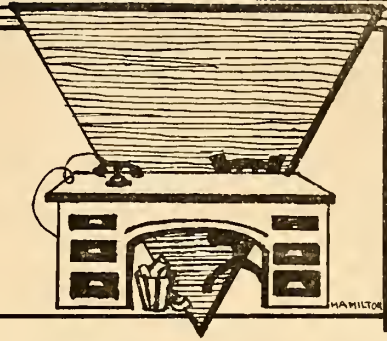
As for the young men and women who are voluntary apprentices: A group of volunteers; no courses, no credits, no examinations, no teaching. A work in progress and many refugees from "Education" doing all they can to help it forward wherever the work lies and whatever it may be. Meantime they are being as natural and kind as is possible to intelligent social human beings designing and creating a new integrity in the atmosphere of environment. Conscious of the design of the whole as organic, together with good workmen in their craft, they are planning buildings, felling trees, sawing them into lumber, quarrying rock and burning lime to lay the rock in the wall. Laying the hewn stones in the wall. Sculpturing likely stones and carving likely blocks of wood. Turning the sawed lumber into structure, trusses and furniture. Plastering walls, frescoing them. Digging ditches. Working with the ground. Washing dishes, caring for their own rooms. Planting and harvesting. Making roads. Farming, planning, working, kitchenizing and philosophizing in voluntary co-operation in an atmosphere of natural loveliness they are helping to make eventually habitable. A consistency seldom seen in any country. Here is building, painting, music, sculpture and motion as good work, in a great correlation toward an end dimly foreseen, it is true. So Taliesin is a way of life, a "road", perhaps "better than the Inn". At any rate action is a form of idea and idea is, as surely, a form of action in that life.

But the action known at Taliesin is unthinkable as "academic". Good correlation, a good background, sane feeling for what we call the work of Art and some ability to work with initiative are essential qualifications for the apprenticeship which is a practical form of the co-operative competition that is growth. Individual initiative must awaken in the apprentice or he will lose himself in unaccustomed freedom and become a nuisance or a betrayal. And yet in this freedom—sometimes seeming chaotic—are being made better plans for the special buildings needed by the farm, factory and countryside so badly. If we are ever going to get started again we must have more rational, appropriate forms and better and more sensible furnishings and utensils; more honestly significant painting, sculpture and music. We must use our industrial achievements better where the user is concerned. More sane and beautiful ways of using our tools and synthetic and natural materials essential to any true economy are needed. We must have more rhythmic and free interpretation of life in all these things we live with and live by. Most of all we must be more free within ourselves. Taliesin is either making necessary forms or is going to make them soon. Nor is the Fellowship blind to the sociological changes necessary if the new forms are going to become properly effective to society.

And Taliesin has a Tradition—that of an organic architecture for America: center line for a valid culture. Love, Sincerity, Determination, and Courage are the only commandments. They are the common sense basis of the creative arts and of any life worth living. As for economic basis this more or less spontaneous activity in which the novice may be lost, or find himself, the Fellowship has a two hundred acre farm and as another—there are yearly fees fixed at about what a medium grade college education would cost plus what work the apprentice can do. Eventually, paid services to Industry in design-research will contribute substantially to put the tools needed into the hands of the workers and to reduce or perhaps eventually abolish fees so that worthwhile young men and women may work for their living, not as education but as culture. Out of this endeavor is coming an appropriate, somewhat cosmic, place in which to live and work. And play, although when work is play mere play becomes rather irksome at times. The margin of leisure is no problem nor is overproduction nor is the length of the working day. Competition aims to be a form of voluntary co-operation. Institution and routine are avoided wherever possible. Here is a workplace, rather, and a decent way of life as spontaneous as still may be so that growth may be joy—not the too much pain it has become in current effort. Our textbook is the one book of creation itself. Our classrooms are to be the various workshops of the artist.



THE PRESIDENT'S PAGE



DEVELOPMENT PROGRESS

J. R. McCAIN

It has been some time since we made a report concerning the progress of our Development Fund Campaign, and I believe that our many alumnae will be interested in learning the facts.

As many of you will recall, we began our efforts in 1928. Our goal was to raise a total of \$1,500,000, of which \$1,000,000 would be used for new buildings, land, equipment, and general improvements, while the other \$500,000 would go for endowment and scholarships. The first success of importance was the offer of the General Education Board of New York to furnish \$500,000 if we could secure from other friends the balance of \$1,000,000. This was a tremendous encouragement to us. Our happiness was due not only to the financial assistance which was most needed, but also to the fact that this action was a distinct exception to the general policy of the Board and thus a remarkable tribute to the work which Agnes Scott has been doing.

We launched our campaign in 1928 with a very wonderful meeting of faculty and students in which we had approximately \$80,000 subscribed in one day. After that we worked quietly with very few helpers until the autumn of 1930. By that time, we had gotten within \$300,000 of our goal, and we took our cause to Atlanta and to our widely distributed group of friends with a whirlwind type of campaign. This was under the leadership of Mr. J. K. Orr, our beloved Chairman of the Board, and Mr. George Winship, who endeared himself to all Agnes Scotters. This effort was so successful that on July 1, 1931, we were able to report subscriptions for the full \$1,500,000 which had been our objective.

The General Education Board agreed to pay us in cash \$1 on their pledge whenever we would report to them \$2 collected on our other subscriptions, and they allowed us three years within which to secure full payment. The expiration date is July 1, 1934.

There has never been a harder time for collections than since we began on ours; but we have done quite well, we think. Our trustees, faculty, students, alumnae, and other friends have paid in almost exactly \$733,000, and we have collected from the Board \$341,000, and they are ready to send to us \$25,000 more when we make a requisition for it. This makes a total sum of \$1,100,000 which we have secured—no small achievement for the worst depression in the history of our country. This leaves a balance of \$400,000 yet to be obtained. One-third of this sum will come from the General Education Board if we can collect the other two-thirds.

There is no denying that we have yet a difficult task. We have 1,800 subscribers with pledges not fully paid and these amount to \$276,000, out of which we need to collect \$266,000 in order to win in full. Very few people have cancelled their pledges and nearly all have been making sacrificial efforts to help as far as possible. We cannot thank too heartily and gratefully those who have been standing by us. We could cite

many cases of heroic giving. We know perfectly well that many of our finest alumnae and best friends cannot do anything from a financial standpoint just now, and we certainly think as much of them as if they could assist, but we are earnestly hoping that enough can help on their pledges to enable us to meet our great need and to win a great victory.

Our friends will doubtless be interested to know how we have spent the money which has been collected. About \$325,000 has been used in building and in equipping Buttrick Hall, our class room and office building. We spent \$125,000 for a new steam plant and laundry. It has taken \$130,000 to purchase and to improve the land which we have added to the campus. Our new walks and drives required \$35,000, and the white way lighting system with underground wires will account for \$16,000 more. Some of our older buildings have been remodeled and additional equipment has been bought to the extent of \$65,000, while the balance of approximately \$400,000 has been added to our endowment and scholarship funds.

We do not see how Agnes Scott could have survived on a first class basis without the support which this campaign has given. By virtue of the support which has come from it, we have been able to operate without any deficit and to keep up the high standards of previous years. It has been necessary to reduce somewhat the salaries of our faculty, but we have been able to pay promptly the amount proposed.

It is with a feeling of satisfaction and of encouragement that we look forward to the future. Our confidence is based on such leadership as we have had from Colonel George W. Scott, Dr. F. H. Gaines, Mr. Samuel M. Inman, Mr. J. K. Orr, Mr. C. M. Candler, and other supporters who have laid such sure foundations. The loyalty of our alumnae, of our faculty, and of our students has been unsurpassed. The remarkable showing made by our friends in the South has been the chief factor in creating interest among the big foundations of other sections. Once again we thank you with all our hearts.



WOMEN AS LAWYERS

FRANCES (CRAIGHEAD) DWYER, '28

(A talk made over the radio on one of the weekly Agnes Scott programs.)

Women with the Bachelor of Laws degree have attained great successes in law and in related fields, as is attested by the recurrence of their names in lists of public officials and of eminent lawyers.

Perhaps the best known is Mabel Walker Willebrandt, who recently came before the public eye as Assistant Attorney-General of the United States. Miss Willebrandt supervised liquor law prosecutions and, following her plans, the Supreme Court has erected a great bulwark of decisions enforcing the Volstead Act and the Eighteenth Amendment.

Florence Allen, of Ohio, is the first woman judge of a supreme court. Her first appointment was as county prosecuting attorney; next she was judge of the court of common pleas, and now of the Supreme Court of Ohio. Judge Allen proved her ability in a case which established the right of charter cities in Ohio to extend municipal suffrage to women citizens. She has always been interested in woman's problems, and during the World War appeared before the Federal War Labor Board in behalf of women street car conductors in Cleveland. She has made a thorough study of international law and is a proponent of the peace movement.

Mary Grossman, of Cleveland, is a municipal judge in charge of the morals court. This division was created as part of the police court to handle all vice and crime cases which have a sex foundation. "Judge Mary" is noted for her great sympathy and understanding with her offenders. She has been described by Cleveland's safety director as better than a hundred policemen. She was the first woman to be admitted to membership in the American Bar Association and the Commercial Law League.

Ella Marie Failor, New York lawyer, at the age of twenty-seven, was Assistant Federal Attorney and prosecuted several who conspired to conceal bankruptcy assets.

From Georgia have come three aggressive woman lawyers who have made national names for themselves. Miss Stella Aiken, after practicing law in Savannah for sixteen years, was appointed special assistant to Attorney-General Cummings to unravel complicated maritime claims. Miss Annabel Matthews, of Gainesville, is the one and only woman member of the United States Board of Tax Appeals. After graduating from college, she entered the Internal Revenue Bureau and later studied law in Washington. She is an authority on tax matters, and twice has been sent to Europe as an expert representative of the government to attend international conferences on tax matters. She was one of three official American delegates at the International Conference on Double Taxation under the League of Nations. Jessie M. Dell, of Sylvania, is the first and only woman member of the United States Civil Service Commission. After finishing public school Miss Dell entered her father's law offices for legal training. She went to Washington in 1899 and was employed as a clerk in the claims department to settle Spanish-American War claims. At the outbreak of the World War she was chief clerk in the contract division of the government. Her first big contract was for fifty-six million army blankets. When Miss Dell was permitted to select her own subordinates, she selected women in every instance. Miss Dell has always supported the principle that where women and men were equally fitted for public service, a woman should not be discriminated against because of her sex.

Women lawyers do not necessarily usurp places which men could fill. They frequently assume positions for which they, as women, are better equipped to occupy. The woman lawyer has a greater understanding of home and family problems and sees clearly the interests of the children to be protected. Women lawyers have participated actively in child labor legislation, in the passage of compulsory education laws, and in removing legal disabilities which were imposed upon the woman at common law and by colonial statutes.

In the past, legal education was not available to girl students. Today, however, nearly all of the larger law schools in the country are co-educational. The ideal preparation for practise is four years' work in the Arts college, followed by the law degree, though many excellent schools require only two years of undergraduate work. Although there is no fixed pre-law course, certain subjects can be recommended as most helpful. English History furnishes an understanding for the development of the common law. A study of Latin simplifies the Roman legal phrases. A knowledge of anatomy is helpful to the lawyer in drawing and trying damage suits. Psychology aids the lawyer in understanding his clients as well as himself. Economics and Accounting give the lawyer an insight into complex business operations. The student who plans to practise law should take an active part in debating, as the principles of debating aid greatly in the trial of a case. A study of debating aids in clear thinking, conciseness of statement, and persuasion of argument—qualities essential to a lawyer.

The prospective lawyer should take an interest in student affairs, particularly in the working of student government. She should seek offices in college clubs, for the executive experience to be derived therefrom is invaluable. The lawyer must be a good "mixer." She must like people and must make a special effort to be congenial with people of various tastes and personalities. She must be versatile. Office and trial work must not be her only pursuits. Judge Mary Grossman has been interested in the woman's movement and has held offices in suffrage organizations. Jessie M. Dell has varied diversions. She enjoys movies, old-fashioned southern music, and likes to unravel complicated detective stories. Stella Aiken has participated actively in politics. She was secretary of the Democratic State Convention, and Vice-President of the Russell Club. Judge Florence Allen, in addition to her legal work, studied music in Berlin for two years, conducted a musical column in Cleveland during her student days, and has published a volume of very creditable verse. She uses her leisure time in studying the peace movement, and during one vacation went to Geneva to obtain first-hand information.

The woman lawyer must be courageous. Stella Aiken, in her practise, handled not only civil cases, but had the courage to defend murderers, not one of whom was hanged. Florence Allen had the courage to break away from all popular tradition and ran a successful race for the judgeship against her male contestants.

The careers of these women indicate the possibilities and the heights which the woman lawyer can attain—provided that she, as they, has initiative, ability to concentrate, and is willing to do hard work over a period of years, first in the law school and later in practise.



FRANCES (DUKES) WYNNE'S COURSE IN PRE-PARENTAL EDUCATION

DOROTHY HUTTON, '29

The work of one of our alumnae, Frances (Dukes) Wynne, who attended Agnes Scott from 1909 to 1913, has attracted local and state-wide attention in Florida. The subject of her project is interesting at all times, but the fact that it is an actual course open to high school students makes it even more so. Her tireless enthusiasm and capable leadership have contributed a great deal to its success, and her recognition has been well deserved.

Mrs. Wynne is now teaching school in a private institution in Miami Beach, Florida, from nine to twelve each day. From two to three, she teaches this course in Pre-Parental Education at Miami Senior High School. In addition to these duties, she is the director of Parent Education for the Florida Congress of Parents and Teachers, has given a radio course on Parent Education, has conducted a correspondence course for training Parent Education leaders. On the domestic side, Mrs. Wynne keeps house and supervises the education of her young son and daughter, Pauline being enrolled to enter Agnes Scott in September with the class of 1938.

The course is offered to high school students (girls), who are carefully selected from the graduating class. On May the seventeenth, 1933, the following letter, directed to the parents, was sent out from the office of the dean of Miami Senior High School:

"We are offering a new course in our high school next fall.

"Realizing the mistakes which have been made unwittingly in rearing 'the youth of today,' we are endeavoring to offer, to a limited number of girls, a course in Pre-Parental Education. The object of this course is to give these girls specific training for home-making and parenthood under the following heads: *Home Planning, The Social Aspect of the Home, The Biological Aspect of the Home, Child Psychology, Child Care and Training, Sex Hygiene, Choice of the Life Mate.*

"This course is sponsored by the Parent Education Department of the Florida Congress of Parents and Teachers, and by the State Board of Health—at no expense to the school. This work will cover the entire year, and will be given full credit toward graduation.

"The teacher of this course will be Mrs. P. M. Wynne. For three years she has had charge of Parent Education of the State of Florida with the Florida Congress of Parents and Teachers. She is a capable teacher, and a woman of charming personality.

"Your daughter is one of the limited number who has been chosen to elect this course, provided she has your permission.

"Please signify below your wishes in this matter."

A written reply from the parent was filed in the office of the Dean, and to those girls whose parents had given permission the course of instruction was thrown open, free of charge. The group started out with twenty-nine members, and has dropped to twenty-eight, since of that number one withdrew from school.

It is hard to imagine a class of this type in a high school, unless it has been seen in progress. Such a pleasure was mine on January the seventeenth, at the time of my visit with Penny Brown, '32, to the beautiful Miami Senior High School. Beginning promptly at two-ten, the class was called to order and the work for the day began with a business-like flurry. Members of the class were that day making oral reports on definite assignments. The scope of this course is so broad, that much of the work is done by individuals out of class time and the material reported to the other members of the class. The class was conducted well, but informally. The girls possessed a remarkable amount of poise in giving their reports. Any question raised by the material reported was answered immediately and whenever possible by the reporter. Mrs. Wynne's position was more as a presiding officer, and her opinion was given only when necessary.

Among the reports I heard were three of unusual interest. The first dealt with the subject of Individual Differences, a discussion based primarily on differences that naturally arise between the sexes because of a disparity in mental abilities, likes and dislikes, and inherited weaknesses. Under the last mentioned haemophilia, sex-linked and sex-limited characteristics, color blindness were discussed with the utmost intelligence by all in the group. The second report was on "Being Well Born." The great contribution of Mendel to science in his discovery of his well-known law was noted. The class paused to copy into note-books, "It is easier to weigh an invisible planet than to measure the force of heredity in a single grain of corn." Charts showing dominant and recessive characteristics and the results of breeding were displayed and explained. The third report was on the "Normal Mind." A definite emphasis was placed on the importance of mental hygiene, placing it on a par with physical fitness. Maladjustments were reported as the results of abnormal mental health. The part of physiology (in the function of cells and glands) and of psychology (in the evidence of attention and concentration) and of psychiatry (in the reeducation in the event of mental disorders) and of sociology (in the consideration of group integrations) was explained in detail. Cases known to all in the group were indicated as examples of normal and abnormal mental conditions.

The importance of the work Mrs. Wynne is doing cannot be minimized. She is definitely making it possible for the girl with non-college opportunities to equip herself for home life; she is making it easier for the girl who will attend college to understand her own self and so become more easily orientated.

Arthur Brisbane, well-known editor, heard of Mrs. Wynne's work and asked for a complete outline of her course as offered. He is but one of the many people who have evidenced their interest in her project and assured her of their belief in its program. We of Agnes Scott wish her all success and appreciate the fact that Agnes Scott can in a measure claim something of her recognition.



FOUNDER'S DAY AT HOME AND ABROAD

Sandwiched in between a recommendation for a fool-proof treatment of la grippe and one equally as appealing for an indispensable hot water heater, was the Agnes Scott Founder's Day radio broadcast over WSB. The program went out through the courtesy of this station from three-thirty to four o'clock on February the twenty-second. The hour, selected at the suggestion of alumnae groups throughout the country who operate on a different schedule of time from Atlanta and interested definitely in a meeting, but not at dinner time, seems to have been a poor one. Therefore, we preface any article on this subject with an apology, supported only by our explanation.

We had hoped to include among the speakers for the afternoon Miss Louise McKinney of the English Department and Mr. J. K. Orr, Sr., Chairman of the Board of Trustees. Luck was against us here, too. The former has never forgotten the awful experience of her first public appearance, before the conclusion of which she was but a wee small voice speaking from behind a rather ample chair on the stage. The latter excused himself in his usual whimsical manner, and his explanation we print in full: "Thank you for your kind remembrance for February the twenty-second. Alas that it should remind me that I am just 'another point to the bad'! It hits right in the middle of my rest hours for each day, so I will ask you to excuse me this time. Maybe after I get this 'Biblical Four Score' behind me, I can make a new start. With sincere affection to all your members, believe me, cordially yours, J. K. Orr, Vintage of February 21, 1857."

The program as presented, however, was one of which we could feel rightfully proud, featuring as it did Miss Hopkins, Dr. McCain and an alumnae quartette under the direction of Gussie (O'Neal) Johnson, ex-'11. The members of this quartette were: Madge York, '33; Frances (Gilliland) Stukes, '24; Gussie (O'Neal) Johnson, ex-'11; and Mrs. Lawrence Mansfield, special student in the Voice Department. The talk given by Miss Hopkins is printed here in full, in response to a definite request from an alumna who heard the program. Dr. McCain's article, of peculiar interest to alumnae at this time, is also published in this issue. The songs by the quartette included: *The Purple and the White*, *Sylvia*, *The Fairy Pipers* and *The Alma Mater*. A solo, *Long, Long Ago*, was sung by Frances (Gilliland) Stukes, '24.

Thanks to the numerous telegrams which came in, the program went off without a hitch and the time was accurately filled down to the last second, when the radio audience was once more edified by hearing of that patent device without which no home is efficient. We wish to take this opportunity to thank all who participated on the program for their cooperation, and particularly Gussie (O'Neal) Johnson, ex-'11, who did so much in preparing the quartette for this radio appearance, and Evelyn Wall, a student at Agnes Scott, for playing the accompaniments.

In preparing copy for the program, it was interesting to find that the custom of observing Founder's Day as it is now carried out originated with the class of 1918. The write-up in the 1918 *Silhouette* voiced the feeling of the members in stating: "It is hoped that this will find a place among the honored traditions of Agnes Scott and become an annual event." It seems distinctly complimentary that this custom has not only been preserved, but that it has also been but slightly modified, even by students sixty-two years later.

The celebration of Founder's Day was not, however, limited to a campus observance or to the reception of the broadcast that achieved but poor success in reaching alumnae throughout the country. Many groups and individuals observed the day in their own way, some knowing full well that getting the program could not be counted on to take them back in spirit to our Alma Mater. Let us turn to these groups and see what were their plans at that time:

The alumnae of *Birmingham, Ala.*, enjoyed a banquet on the night of the twenty-second at Waggoner's Tea Room. Features of their program were: a message from Sallie (Horton) Lay, '25, president of the group; messages from the College as read by Anna Meade, '23, who but recently returned from New York, where she was president of that club; and the reading of Barrie's *Twelve Pound Look* by Anabel (Stith) Self, ex-'23.

The alumnae in *Montgomery, Wetumpka and Millbrook, Ala.*, met informally at the Blue Moon Inn at three o'clock, and enjoyed the literature sent them from the office for the occasion.

Tusculumbia, Sheffield and Florence, Ala., alumnae enjoyed a joint meeting in Tusculumbia with Mary Wallace Kirk, '11. In the words of Ruby Lee (Estes) Ware, '18, we have the following report: "We met for tea at Mary Wallace's home, about nine of us. The broadcast came in very clearly and distinctly, and we were—as always—thrilled. Mary Wallace insisted that we elect new officers, although we urged her to continue as president for our group. Helen (Hendricks) Martin, '30, of Sheffield was elected president; Polly (Irvine) Rice, '30, of Florence was elected secretary. We are always thrilled to get together, and think we will get busy and do something marvelous, but always our four children or our missionary society or the many 'et ceteras' take all of our time, and all we do is keep on loving Agnes Scott."

In *Los Angeles, Calif.*, the alumnae were invited to tea on Sunday, the eighteenth (by intriguing personal invitations in the form of hatchets), with Alice (Greenlee) Grollman, '25. The invitation read: "This comes to axe you if you will come to our Founder's Day Special George Washington Party. Cherry-ly yours, Elaine Exton, ex-'31." Elaine is president of the group. Being ahead of schedule with their meeting, the group was also forehanded about their telegram, and it put in its appearance on Monday, the nineteenth, thereby relieving the minds of those of us managing the program by letting us know that we would have at least one message to fill in the space left for such greetings.

The group of *Albany, Ga.*, Agnes Scotters met for tea with Evalyn Wilder, '30. Her guests included: Mrs. W. M. Wilder (Evalyn's mother) and Mrs. W. M. Furlow (whose daughter, Michelle, is a freshman at Agnes Scott this year), in addition to the alumnae.

The Atlanta Agnes Scott Club was entertained by Sue Lou (Harwell) Champion, Institute alumna and whose daughter, Jennie, is a junior at Agnes Scott this year. They listened in on the broadcast as though the program were coming to them from many miles away. The alumnae present numbered about eighty.

The Decatur Agnes Scott Club met with Lucy (Durham) Goss, Institute; with Emma Pope (Moss) Dieckmann, '13 Susie Johnson, Academy alumna; and Lucy (Johnson) Ozmer, ex-10, as co-hostesses. To their meeting were invited Mrs. Nellie Scott Candler, Eliza (Candler) Earthman, ex-'11, and Nell Scott Earthman, a prospect for the '34-'35 session. These three guests are respectively daughter, granddaughter, and great-granddaughter of Colonel George Washington Scott.

Katherine Anderson, ex-'18, got the alumnae of *Marietta, Ga.*, together for an informal gathering. She reports on their meeting: "There were only six of us who gathered here this afternoon for the Founder's Day broadcast, for tea, and for looking through the up-to-date literature sent us and through the annuals of the years 1905, 1907, 1909, 1910, 1911, 1915, 1916, 1918, 1920, 1921, and 1932 — as well as a 1915-1916 memory book. Those here were: Maude (Medlock) Christian of the Institute. Her son is Dr. Schuyler Christian of the Physics Department at Agnes Scott and is the husband of Lucille (Coleman) Christian, ex-'30.; Elizabeth (Wylly) Willingham, ex-'08; Hazel (Murphy) Elder, ex-'12; Sarah (Patton) Cortelyou, ex-'18; Aimee D. (Glover) Little, '21; and myself, an ex-'18. There were several others who had planned to be with us, but were prevented at the last minute. We invited the high school

seniors, but they had something else planned. We enjoyed the broadcast very much, especially Miss Hopkins. Her talk was so wonderful and just like her as we all know her. There is no Agnes Scott girl who hasn't known Miss Hopkins and loved her. We all look forward to next February the twenty-second and its Founder's Day program."

The *Savannah, Ga.*, alumnae were organized by Anne (Ehrlich) Solomon, '30, for a Founder's Day meeting. Of this, Anne writes: "We had tea in the Oglethorpe suite of the Savannah Hotel—charming room, excellent service, and such a mob! It resembled a Decatur-bound Decatur car about five-forty-five P. M. any Saturday. We had all of ten enthusiastic alumnae present! Shall I name them? Of course, they're the very ones you'd expect: Nell Brown, '33; Mary Cope, '30; Louise Falligant, Institute; Betty Peebles, '32; Dorothy Smith, '30; Sarah Williams, '32; Amelia Wolf, '33; Dorothy Coleman, '28; Ruth (Blue) Barnes, '14; and I. There were a few others who really wanted to come and couldn't. We enjoyed the program, although we heard it very faintly. WSB will have to add a few thousand more kilowatts (or whatever it is) or move their station for us to get it better. But we, who were there, enjoyed getting together and no doubt will whenever there's an occasion."

A loyal bunch of Agnes Scotters in far-off *Chicago, Ill.*, met for tea with Martha (Brenner) Shryock, '15. Charis (Hood) Barwick, '16, reports on this: "You will be glad to hear that eleven of the loyal daughters of A. S. C. met yesterday afternoon for tea with Martha (Brenner) Shryock in Evanston. Several of us had planned to entertain the alumnae this year, but Martha insisted that we meet with her. Those present were: Lillian (Beatty) Schuhman, Academy; Martha (Eakes) Matthews, '24; Reba Vinnedge, ex-'24; Eloise Lower, Academy; Margaret (Sienknecht) Lotz, ex-'10; Blanche (Ryan) Brim, ex-'22; Annie E. Cameron, ex-'16; Isabelle (Simpson) Fink, Academy; Martha (Brenner) Shryock, '15; Annette (Carter) Colwell, '27; and myself. We had a jolly time, talking over old times at A. S. C., exchanging our experiences with Century of Progress guests, relating the doings of our husbands and children, etc."

Louisville, Ky., alumnae met for tea with Helen (Wayt) Cocks, '21. Since Helen had just moved prior to this date, we were particularly grateful to her for having a meeting.

It is seldom that we can brag about a state-wide meeting, so perhaps you, gentle reader, will be lenient if we break into uncouth boastings about the *Mississippi* alumnae Agnes Scott can claim. They met as a group in Jackson with Shirley (Fairly) Hendrick, '19. Annie Tait Jenkins, '14, state president for Mississippi, was largely responsible for the idea of such a get-together. The work of Sarah (Till) Davis, '22, in carrying out her plans, cannot be minimized. Of their meeting, Annie Tait Jenkins writes: "You will be happy to know that the luncheon was successful yesterday in Jackson, although only a small group met. There were alumnae from four towns present; the luncheon was a happy one; we sent greetings to Miss Hopkins at two P. M., and later met at Shirley (Fairly) Hendrick's home for the program and organization. The broadcast was a failure, on account of weather conditions. You would have laughed, or maybe wept, had you seen us kneeling near the radio, vainly trying to catch some sound dear and familiar! Sarah (Till) Davis heard Dr. McCain's voice once. Eleanor Whyte caught Miss Hopkins' loved voice one second, and I heard a faint musical sound about half a second! That was all. But we organized a state-wide club, with officers as follows: president, Shirley (Fairly) Hendrick, '19, of Jackson; vice-president, Annie Tait Jenkins, '14, of Crystal Springs; secretary, Sarah (Till) Davis, '22, of Fayette; and treasurer, Charlotte Hammond, '17, of Kosciusko. These serve one year; then next February we will have a constitution, and we'll begin really to do more work for A. S. C. We hope that the broadcast was received well by the majority, and even we caught the spirit so much, that we stood and sang the *Alma Mater* at four P. M. So we are loyal Hottentots, after all, don't you think?"

Betty Gash, '29, who has succeeded Anna Meade, '23, as president of the *New York Agnes Scott Alumnae Club*, was the moving spirit in organizing that group on the twenty-second. In Betty's words, we hear about the meeting: "As for the dinner, it was a success, I think. We had twenty-five present, and considering that it was a stormy night and a holiday, we thought that was doing pretty well. It is harder to get people together here than most anywhere, I'm sure. Out of the hundred and more letters we send out for each meeting, we usually get responses from about fifty—less than half. But each meeting has brought us in a few new members, so I hope that in time we will be in touch with most of the New York alumnae. As for the fake broadcast, it proved very successful—much more so than I had hoped. Sara Townsend, '30, who was responsible for the whole thing, was unable to get her assistants together for any sort of rehearsal. You have no idea how difficult it is to get a group together here. So Sara wrote the speeches and mailed them to the girls, and without any rehearsing they did their stunts. We had planned to have one of those microphone attachments which they could use in another room, but the people who attached the thing for us didn't do it right, so they had to move the radio in front of the door and the performers hid behind it. But it went off splendidly and apparently was enjoyed by all. Gussie Dunbar, '30, 'took off' Dr. McCain beautifully; Ruth Pirkle, '22, was Miss Hopkins; Judy Blundell, '33, was Ella; Sara Townsend, '30, was Mr. Tart; and Lillian White, '27, impersonated you (the Alumnae Secretary). In between were songs by the Glee Club and fake telegrams were read."

The *Asheville, N. C.*, Agnes Scotters met with Virginia Earle, ex-'30. Those present were: Katherine Wright, '32; Beth Taylor, ex-'16; Marion (Green) Johnson, '29; Maurine (Bledsoe) Bramlett, '27; and Mera (Neary) Cannon, ex-'30.

Eva (Wassum) Cunningham, '23, as president of the *Columbia, S. C.*, alumnae, organized that group for a meeting. Eva writes: "February the twenty-second is always an interesting day for Columbia alumnae, interesting because it is the only time during the year they meet, and interesting because they celebrate Founder's Day, along with all the other alumnae. This year we met with Rosa (Aubrey) Gooding, Institute. Our crowd was not as large as in the past years, as many found it impossible to be present at the afternoon hour. Six alumnae and one alumna's mother, two mothers of present sophomores at Agnes Scott, and three prospects for the College formed our crowd. The program came through as well as usual and especially well during Dr. McCain's and Miss Hopkins' talks. We were delighted to hear their voices and their greetings and news. After the broadcast, Geraldine LeMay, '29, told the group about the course at Agnes Scott, stressing in detail the Fine Arts Department. She also mentioned the new building which is proposed for this. Helen Wright, '24, told some facts about the present student body—number, calibre, rules and regulations—and something of the condition of the College financially after the years of depression. Eva (Wassum) Cunningham, '23, read several interesting news items gathered from *Agonistics*, *Auroras* and the alumnae news letter. We had a number of copies of the *Agonistic* which the crowd enjoyed. The hostess served delicious refreshments, and the talk quickly fell into the usual line of 'my day and your day,' and the inevitable companions for better or worse. We hope the three prospects are as enthusiastic and anxious to go to Agnes Scott as the Columbia alumnae are about having been there. Those present were: Rosa (Aubrey) Gooding, Institute; Virginia (Lancaster) McGowan, '18; Geraldine LeMay, '29; Harriet (Milledge) Salley, ex-'08; Louise (Sherfessee) Withers, '28, and her mother; Eva (Wassum) Cunningham, '23; Helen Wright, '24; Mrs. Reid Spencer, Mrs. C. E. Davis, Elizabeth Caldwell, Eliza King and Mary Willis."

Spartanburg, S. C., alumnae were for the second time entertained as Founder's Day guests of Eleanor (Pinkston) Stokes, '13. Eleanor's interesting account of this meeting follows: "I was so glad to get all the news about Agnes Scott's Founder's Day and to do all that I could for the College. I was able to get in touch with all of the Spartanburg

alumnae, and had them out for tea. The broadcast came in very well, except the first part when the static was quite bad. We could hear all of the telegrams read quite distinctly, and, after all, that is the best part of the program to each true alumna, I believe. It always gives us a thrill to hear Miss Hopkins speaking to us again."

Alumnae of the *Knoxville, Tenn., Club* met with Mabel (Dumas) Crenshaw, '27, in Clinton, Tenn., for lunch. After the election of officers for the club for the next year, the club listened in on the radio broadcast.

Margaret (Smith) Lyon, '22, who has taken over the duties of the *Memphis, Tenn., Club*, entertained the group at her home. Of this, she writes: "We had twelve present and enjoyed getting together, but we couldn't get Atlanta at all. There was nothing but static, so we finally gave up. Twenty had accepted, but faculty meetings and various things kept them from coming. The ones who did come were: Emily (Allen) Roberts, ex-'22; Cecile (Bowden) Mayfield, ex-'23; Louise (Capen) Baker, '27; Nell (Coats) Pentecost, ex-'09; Rebecca Harrison, '05; Bertha (McWilliams) Keenan, special; Elinore (Morgan) McComb, '29; Margaret (Rowe) Jones, '19; Elizabeth Shaeffer, ex-'19; Mary Shewmaker, '28; Margaret (Smith) Lyon, '22. We enjoyed the views and literature about the College."

From *Nashville, Tenn.*, come two reports on their Founder's Day meeting. Olive Graves, '28, writes: "The Founder's Day program in Nashville was a tea and social hour at the Rendez-vous. The broadcast wasn't clear enough to distinguish the words, although Ella (Smith) Hayes, '25, Mary (Ansley) Howland, ex-'29, and I sat on the floor with our ears glued to the radio until the end. We could tell what was happening, and we heard some one, whom we decided was Mrs. Stukes, singing *Long, Long Ago*. Those were the only three words we could understand. Araminta (Edwards) Pate, '25, and Anna Marie (Landress) Cate, '21, did all the work and made all the plans this time. After all the work, Araminta was unable to attend. We had ten present. We had a very pleasant afternoon, although we did not hear the Atlanta program. This is the second year we have not been able to get the broadcast. I suppose it is because of the powerful radio stations here." Anna Marie (Landress) Cate, '21, reports: "Ten of us met at the Rendez-vous at three-fifteen, ready to hear the broadcast. As usual, we couldn't get a word of it. But Olive Graves, '28, read the alumnae news letter from the office, and we had a thoroughly enjoyable time over our tea cups. We hope that our telegram was received. Quite a few were prevented from attending because of illness. Those who attended were: Mary (Ansley) Howland, ex-'29; Lois (Bolles) Knox, '26; Sarah (Flowers) Beasley, ex-'24; Eudora (Campbell) Haney, Academy; Olive Graves, '28; Margaret (Smith) Kingdon, '33; Ella (Smith) Hayes, '25; Georgia (Weaver) Wiggington, ex-'22; Margaret (Leech) Cook, '19, and I."

Richmond, Va., reported a meeting through Nannie Campbell, '23, their president: "I rented a radio and sent out twenty-eight cards about the Founder's Day meeting. I did not have the time for personal contact with each one on the list. I enjoyed those who came immensely, but I kept thinking how much nicer it would have been to have had the others, too. Margaret Glass, '33; Marjorie J. Broce, special; Ethel Freeland, '29; Margaret (McLaughlin) Hogshead, '21; Margaret (Shive) Bellingrath, '20; Elizabeth Sydnor, '28, of Charles Town, W. Va., and I were the ones present. On account of the time of day, we were not able to hear a word, but we enjoyed the letters, etc."

We wish to express appreciation for the wonderful cooperation of the alumnae throughout this section in getting groups together for Founder's Day. The newspaper notices were valuable advertisement for the College; the contact with high school students was invaluable, too. We wish to thank particularly those who took time to write and those who sent telegrams. We mention under the last head these individuals and groups:

Porter Cowles, ex-'33; Laura Ross, ex-'34; Dorothy Bradley, ex-'34; Betty Hansen, ex-'34; Virginia Tillotson, ex-'34; Caroline Lingle, '35; Adele Arbuckle, '31; the New

York Alumnae Club; Eleanor (Pinkston) Stokes, '13; the Nashville Founder's Day group; Elaine Exton, ex-'31; the Albany, Ga., alumnae; Elizabeth (Shippen) Tate, Academy; Lois (McClain) Stancill, '23; Louise (Hendrix) Buchanan, '24; Louise Fluker, '21; Sarah Tate, '25; Mr. and Mrs. Vivian Sydenstricker (son and daughter-in-law of Mrs. Alma Sydenstricker of the Agnes Scott Bible Department); Em (Eldridge) Ferguson, '10; Mary Charles Alexander, '33; Martha North Watson, '30; Anita Boswell, '31; Margaret Belote, '33; Louise Robertson, '29; Edith (McGranahan) Smith T, '29; the alumnae of Montgomery, Wetumpka and Millbrook, Ala.; Laura Brown, '31; Martha (Stackhouse) Grafton, '30; the Asheville, N. C., Founder's Day group; the Charlotte Agnes Scott Club; the Columbus Agnes Scott Club; the Knoxville Founder's Day group; the Atlanta Agnes Scott Club, and the Mississippi alumnae meeting in Jackson.

REETING TO THE ALUMNAE

NANNETTE HOPKINS

Dear Girls:

Heartiest greetings to you every one! Many of my happiest memories cluster around you. Our love and interest follow you no matter how far you may wander from the "sheltering arms." The news of your faithfulness, efficiency, and leadership in your various fields of service fills our hearts with joy and pride. Your Alma Mater rejoices in your love and loyalty. Through your influence, conscious or unconscious, many fine girls are coming to Agnes Scott.

Looking into the past, we realize that Agnes Scott embodies in itself the spirits of many who have labored for it. This afternoon we pay special tribute to him whose birthday we celebrate. May we never forget that it was the generosity of Colonel George Washington Scott that made our College possible. As we think of the early history of the College, we recall with profound gratitude the untiring work of Dr. Gaines, Mr. Inman, Mr. Orr, and other outstanding leaders whose faith and courage met and overcame almost overwhelming difficulties and discouragements. With deep appreciation we remember *all* who by their influence, their service, and their gifts have made Agnes Scott what it is today.

From the very beginning of its history this institution has been guided by a definite purpose which has shaped its policy and moulded its character. The ideal which has been kept constantly in view is: a liberal curriculum, high standards of scholarship, the formation and development of Christian character. The ideal Agnes Scott student is one who not only fulfills the academic requirements for graduation, but who also is conspicuous in loyalty to the College, in ideals of service, and in ability to cooperate. She also possesses physical fitness, poise and graciousness. Thousands of young women have been inspired to nobler and fuller lives by these standards. Daughters of Agnes Scott, may you, in your united strength, carry onward to all whose lives you touch these ideals of your Alma Mater.

Dear Girls, come back to your "second home" whenever you can. A warm welcome *always* awaits you.

To relatives, to friends, to all who are "listening in" this afternoon, a very cordial greeting.

THE GENERAL VALUE OF MEMBERSHIP

MARY E. WOOLLEY

(Chairman of the International Relations Committee of the American Association of University Women.)

The value of membership in the American Association of University Women would naturally be answered in different ways by different individuals and groups. There is little question in the minds of college women graduated from colleges ineligible to membership. Nor is there doubt in the case of college graduates living in sections of the country where other opportunities for college contacts and study are few and far between. Both of these groups realize to the full the advantage of membership.

In urging that value I have particularly in mind college graduates living in sections of the country where there are many opportunities for intellectual growth as well as for contacts with groups of persons having similar interests. What is the use of adding a membership under these circumstances? First, from the point of view of the individual. The Headquarters of the American Association of University Women has become an educational headquarters. Many questions and problems in educational lines may be referred to the office of the Director and answered by experts—not a slight advantage in a day when problems have invaded the educational field as well as every other.

Again, Headquarters has prepared a scheme of studies and bibliographies along many lines bearing on civic and economic questions as well as on the purely educational.

Headquarters has become, also, an authority on international questions and the Secretary of International Relations is in a position to give answers to many perplexing questions as well as supply outlines and bibliographies for study of international relations.

Membership in the Association means close contact with other university women from all parts of this country through state, sectional, and national gatherings—in itself not of little value in broadening and enriching the life of the individual.

Membership in the Association means membership in the National Clubhouse at 1634 I Street, Washington, and also an opportunity to use the other clubhouses—Crosby Hall in London, and Reid Hall in Paris. If there were no other advantage accruing from membership, this would more than compensate for the outlay in annual fees.

There are other ways in which the value of membership might be urged, from the point of view of the individual, that is, what she *gains* thereby, as—for example—eligibility to hold world fellowships for advanced study, fellowships not granted to non-members. It seems to me, even more important is the point of view of what the individual may *give*. In this age of problems, university women throughout the nation ought to stand shoulder to shoulder for the best interests—the best interests of the community, especially along educational lines bearing upon the public schools; the best interests of the nation, in the perplexing questions which it faces; the best interests of the world, through international relations. Every membership fee gives added power to the Association in developing and strengthening its work. More important than that—important as it is—every additional member means that the Association is a greater power for good. If, instead of approximately 40,000 members, it included all who are eligible, the influence of the Association on questions of general welfare, communal, national and international, would be infinitely increased.



HIGH SCHOOL STUDENTS from ten local high schools were entertained at the College on March the seventeenth. Two hundred seniors registered for the day. They were entertained as guests of the College for lunch; as guests of the Physical Education Department for exhibition matches in water polo, archery, and tennis and for a dance recital and plunge period; as guests of the Spoken English Department and Blackfriars, they enjoyed a one-act play, "War Brides"; as guests of the Cotillion Club they were entertained with music played by Graham Jackson, well-known Atlanta negro pianist. The Atlanta Club cooperated with the College in making this entertainment possible.

MISS DEXTER AND MISS OMWAKE, of the Psychology Department, have recently had three of their experimental psychology studies accepted for publication. These will appear in magazines during the early spring and summer.

TWO HUNDRED ALUMNAE who paid their membership dues for the year 1932-1933 have as yet not paid their dues for the current year. This appeal is to all who fall in that category. The Association is trying not to have to eliminate the summer issue of the Quarterly. Please let us have your check today, and so save the life of this next number.

THE AGNES SCOTT WEEKLY BROADCAST is now scheduled for the fifteen minutes from six to six-fifteen every Wednesday night. The programs have been well received and the reports on them have been most gratifying. Among those who have received fan mail as a result of their radio appearances are Miss Mary Stuart MacDougall, of the Biology Department, and Frances (Craighead) Dwyer, '28, whose article appears in this issue.

THE FRESHMAN AGONISTIC was awarded the cup as being the best of the class publications submitted to a committee of judges recently. This gives fair warning that the upper classmen had better look to their laurels!

THE ALUMNAE AND FIELD ALUMNAE SECRETARIES wish to take this opportunity to thank alumnae in Florida for their wholesale cooperation with them in January, at the time of their visit there in the interest of the College. Seventeen large places were visited; alumnae groups met in Miami, Tampa and Jacksonville for meetings; twenty-seven high schools and two junior high schools furnished audiences to hear a talk on Agnes Scott and to enjoy a moving picture of the campus activities.

REUNION CLASSES THIS JUNE are the classes of '03, '04, '05, '06, '22, '23, '24, '25, '32, '33. Liberal amounts of literature on Commencement will be sent these class members but take this notice personally if you are one of those lucky alumnae to be reuniting this May.

PHI BETA KAPPA in February elected the following students to membership: Polly Gordon, of Chicago, Ill.; Lucy Goss, of Decatur, Ga., and daughter of Lucy (Durham) Goss, Institute; Marion Matthews, of Atlanta, Ga., and Virginia Prettyman, of Summerville, S. C.

1919 PHI BETA KAPPA MEMBERS, but recently appointed are: Minnie Clare Boyd, Lois Eve, Margaret (Leech) Cook, Louise (Marshall) Riley, Frances (Sledd) Blake, Dorothy (Thigpen) Shea, Marguerite (Watts) Cooper.

HELP WANTED with the addresses for the following alumnae: Louie Dean (Stephens) Hays, '22; Joan Fish, ex-'33; Helen (Jackson) Hoffman, ex-'32; Betty (Hudson) Clayton, ex-'32; Adele Botts, ex-'32; Elise Calmes, ex-'23; Perlina (Cash) Gilmer, ex-'28; Sara (Collier) Langston, Institute; Esther (Dismukes) McCormick, ex-'21; Evelyn Eastman, ex-'27; Cynthia Farie, Academy; Corinne (Funkenstein) Newmark, ex-'09; Catherine (Haugh) Smith, '22; Addie (Hill) Summerson, Institute; Marion (Hulsey) Collier, Institute; Rose (Kahnweiler) Baum, ex-'32; Cornelia Ledbetter, ex-'27; Marie (Lederle) Myers, ex-'09; Tracy L'Engle, Academy; Elizabeth McCarrick, ex-'24; Evelyn (Sprinkle) Carter, '26; Charlotte (Thompson) Aiken, ex-'17; Mary (Zachry) Howell, Institute; Mary Kirkpatrick, Institute.

THE GRANDDAUGHTERS whose pictures appear in the frontispiece are: Ora Muse, '37, daughter of Eliza (McDonald) Muse, ex-'11; Fannie B. Harris, '37, daughter of Lillie Bell (Bachman) Harris, ex-'09; Lucile Cairns, '37, daughter of Lucile (Colclough) Cairns, Institute; Dorothy Lee, '37, daughter of Clara (Rusk) Lee, Institute; Barton Jackson, '37, daughter of Clyde (McDaniel) Jackson, '10; Florence Preston, '34, daughter of Annie (Wiley) Preston, Institute; Alberta Palmour, '35, daughter of Mary (Crenshaw) Palmour, Institute; Ethel Gaines, '36, daughter of Ethel (Alexander) Gaines, '00, and granddaughter of Dr. F. H. Gaines, the first president of Agnes Scott; Mary Henderson, '36, daughter of Ruth (Horne) Henderson, Academy; Frances McCully, '36, daughter of Margaret Lilla (Wilson) McCully, Institute; Elizabeth Forman, '36, daughter of Mary (Dortch) Forman, Institute, and secretary of the Granddaughters' Club; Isabelle Lowrance, '34, daughter of Grace (Hollis) Lowrance, Institute; Martha Redwine, '35, daughter of Lucy (Reagan) Redwine, '10, and vice-president of the Granddaughters' Club; Charlotte Reid, '34, ward of Mary (Hubbard) Teter, Academy, and president of the Granddaughters' Club; Martha Johnson, '37, daughter of Ruth (Dolly) Johnson, special student.

THE BALLOT OF THE NOMINATING COMMITTEE has been sent to all paid members of the Alumnae Association. Alumnae who will not be able to attend the meeting in May are asked to return these ballots with their vote indicated. Space has been left for a nominee not selected by the committee. There will also be additional nominations from the floor. Don't forget to vote.

ALUMNAE HOUSE GIFTS AND IMPROVEMENTS include the following: A dozen washcloths given by Emily Spivey, '25; cup towels for the kitchen, given by Martha Stansfield, '21; lovely rust colored glazed chintz draperies for the Tea Room, given by the Decatur Agnes Scott Club; curtains for the upstairs living room, made possible by the generosity of the group who met from Tuscumbia, Sheffield, and Florence, Alabama, on February the twenty-second; and a new coat of paint for all the furniture in the Tea Room and additional china, made possible by a return of money from the Decatur Bank and Trust Company.

THE NEW YORK ALUMNAE CLUB has elected Betty Gash, '29, to succeed Anna Meade, '23, as president. Anna has had to return to Birmingham, Ala. In December the group met at the Waldorf-Astoria for tea, with thirty-three members present.

THE WASHINGTON, D. C., CLUB wishes to report the following: The Agnes Scott Club of Washington, D. C., met at the home of Irene Garretson, '28, on the evening of May 22, 1933. The meeting was called to order by the president. The minutes of the last meeting were read and approved. Peggy Whittemore, ex-'26, read the campus letter advising of the fifteen minute broadcast by Agnes Scott over WSB every other Wednesday night from eight to eight-fifteen, beginning May the third. It was decided to continue to meet during the summer. Refreshments were served and the meeting adjourned. On July the fifteenth the Agnes Scott Club enjoyed a "Dutch Treat" luncheon at the Madrillon. On August the second Rachel (Brock) Sullivan, ex-'17, entertained the Agnes Scott Club at a delightful supper in her garden and a most enjoyable evening was had. On October the twenty-ninth Willie Wellborn, Institute, entertained the Club at a lovely tea in her home. The Agnes Scott Club of Washington met at the home of Peggy Whittemore, ex-'26, on the evening of November the twenty-first. The meeting was called to order by Vera (Hickman) Butts, '25. The minutes of the previous meeting were read and approved. Rachel (Brock) Sullivan, ex-'17, read the September Alumnae Club letter. Janice Brown, '24; Marguerite Kennedy, ex-'34, and Susan Glenn, '32, read letters from Dorothy Hutton, '29, General Secretary, Louise (Brown) Hastings, '23, Chairman of the Grounds Committee, and Emily Spivey, '25, Chairman of the Committee on Local Clubs, with reference to the Alumnae Garden deficit. Mary (Har-

ris) Younge, '22, read the October Alumnae Club letter. The motion that each member donate fifty cents to the Alumnae Garden carried, it being felt the simplest method to make the gift the Club desired. After an enjoyable social time and delightful refreshments, the meeting adjourned.

THE NEW ORLEANS CLUB has appointed Ruth (Hall) Bryant, '22, president, to succeed Grace (Carr) Clark, '27. The New Orleans group is also planning to make a definite contribution to the Alumnae Garden in the spring.

CWA MONEY has recently made it possible for the alumnae office to have three assistants, students who work approximately ten hours each a week. This money is placed with deserving students who are trying to work their way through college.

THE ATLANTA CLUB regretted the serious illness of Louisa (White) Gosnell, and her consequent resignation as president of this group. She has been succeeded temporarily by Frances (Craighead) Dwyer, '28. The group sponsored a bazaar in December, a luncheon at Sears and Roebuck in January, a Founder's Day get-together in February, a party for the high school seniors of Atlanta and Decatur in March, and is now working on the project of a benefit bridge party for April.

THE DECATUR CLUB very generously gave the Tea Room new curtains of rust colored glazed chintz. They were designed and made by Davison-Paxon's of Atlanta. The Decatur group has also been an active one recently. They are sponsoring a luncheon at Sears and Roebuck in April and are looking forward to entertaining alumnae children at their annual party in May.

THE AMERICAN ALUMNI COUNCIL NEWS reports the following items: Life Memberships at fifty dollars—and nearly four thousand of them in the bag! That's California. And Bob Sibley tells us that they are still increasing the number in

spite of the times. Whenever an alumnus pays his annual three dollars Bob writes him a neat letter—he can—telling him of the advantages of life membership, ten dollars down and a bonus copy of the beautiful "Romance of the University of California." A husband and wife pay only seventy-five dollars; no penalty if they fail to live together for life.

The University of Illinois Alumni Association is trying to solve the problem of diminishing membership returns by personal solicitation, especially in Chicago, where the maximum number of prospects can be reached with a minimum of effort. Solicitors are recruited mainly from the unemployed alumni in the younger classes, and are paid on commission. A Chicago branch office has been opened, which is in charge of a sales manager who is in charge of all the solicitors. Results so far have not been breath-taking, but a few memberships are coming in every day. The solicitors not only sell memberships, but also advertising for the Alumni News, and are collecting news items and changes of address. The Alumni Association is not only helping its membership situation but is doing at least a little for alumni unemployment. The solicitors are not only doing something now but in their contacts with older alumni they may find new openings for better paid work.

Office help paid for with CWA funds is at work in the University of Virginia Alumni office. J. Malcolm Luck, Alumni Secretary, is responsible for securing this aid for his organization.

The alumnae of the Woman's College of the University of North Carolina (Greensboro) may have an Alumnae House upon their campus soon. Negotiations underway now to secure a loan from Washington, to supplement funds already raised by the alumnae, appear likely to be successful. Miss Clara B. Byrd, Alumnae Secretary of the North Carolina Woman's College, proudly displays the architect's sketches and plans for the new building.







A Word to the Wise

We are now mailing out:

Ballots

Invitations to the Trustees Luncheon

« « « » » »

We hope to mail you the

July Quarterly

Give us the right to see that
you get these items.



Commencement!

*Ten are the classes to reunite
When spring is here and almost June.
Three and four and five and six
We hope to see here with their tricks,
While twenty-two and twenty-three
We're counting on to furnish glee.
Twenty-four and twenty-five
Into welcome arms will dive
And thirty-two and thirty-three
Will bring back girls we'll want to see.
If perchance you're one of these,
You're wanted back Commencement, please!
So don your hat and pack your bag,
And patch your dress if it should sag.
Forget your teaching, leave the law,
Send the kids to a rich in-law,
Park your husband, leave your boss,
Drive your car or ride your horse,
Come by train or come by bus,
So long as your route is back to us.
We've greased the gates and swept the walks
And set the benches out for talks.
Hurry, Agnes, now's the time
To visit College in your prime!*

Program for Commencement

THURSDAY, MAY 24—

Meeting of the Executive Board.

Meeting of the Alumnae Council.

FRIDAY, MAY 25—

Meeting of the Trustees.

Decatur Club's Party for Alumnae Children.

SATURDAY, MAY 26—

Meeting of the General Association.

Trustees' Luncheon.

Blackfriars' Presentation.

SUNDAY, MAY 27—

Baccalaureate Sermon.

Vespers.

Alumnae Open House.

MONDAY, MAY 28—

Reunion Class Activities.

Class Day Exercises.

The Mikado, given by the Glee Club.

TUESDAY, MAY 29—

Commencement.

(Dr. Blanche Colton Williams of Hunter
College, Speaker.)

ALUMNAE HOUSE
ANNA YOUNG ALUMNAE HOUSE
AGNES SCOTT COLLEGE
DECATUR, GEORGIA

he
Agnes Scott
Alumnae
Quarterly

July, 1934

The
Agnes Scott
Alumnae Quarterly



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INMAN HALL

CHANGES IN DEVELOPMENT PLANS

J. R. McCAIN

When our Development Program was outlined a few years ago it included among other items \$140,000 for the Gaines Memorial Chapel, \$100,000 for a new dormitory and dining room, and \$130,000 for a Music Building and Auditorium. One of our most liberal supporters inquired, "Will not the College have entirely too many assembly rooms or auditoriums?" If our plans are carried out as above outlined, we would have quite a number. Our gymnasium can seat 1800 people. Our present chapel will provide for 500. Gaines Chapel was sketched to accommodate about 1200. The main auditorium in the Music Building would accommodate 1000, and a smaller one in the same building is planned to take care of 250. Five such halls for a student body of less than 500 would be a rather generous provision.

It has become evident that we will not be able to collect in full the subscriptions which were taken for our program. We are very hopeful that we may be able to go out and get new funds; but, if we do this, they will almost certainly be designated for scholarships, endowment, or a library. The Board of Trustees has found it necessary, therefore, to revise somewhat the outline of expenditures.

We should like very much to have a new dormitory, but we can get along for the present with the cottages which have been used. We have long felt that it would be very nice from a social standpoint if our students should all eat in the same building. It would certainly be more economical if our cooking were all done in one kitchen. We are planning, therefore, to use the present chapel for a second dining room so that all the students would eat in Rebekah Scott Hall,—about half in the present dining room and about half in the converted chapel.

We have been very eager to have a separate building for our chapel. However, we never received enough subscriptions to erect a building if they were fully paid, and over half of them have not yet been paid in cash. It does not seem possible at the present time to erect that building, and yet we are very anxious to have right away some memorial for Dr. Gaines.

The Trustees have agreed, as a temporary arrangement, to give to the auditorium in the Music Building the name of *Gaines Chapel*. This is acceptable to the Presser Foundation who are putting up the larger part of the money. As most of the exercises of the campus would be held there, it would not be burdensome to designate the place as Gaines Chapel in Presser Hall.

It is the desire to all connected with the College to have a separate building when the money may be available. What has been collected would simply be added to our income-producing funds for the present and the proceeds used for scholarship purposes until we can determine whether eventually enough may be paid in to go forward with the building as planned. When this is done it will be a simple matter to transfer the Gaines name from the auditorium to the new building.

There would need to be very few changes made in the auditorium as planned in order to use it for religious purposes. We would probably wish a very heavy curtain which would cut off the stage and its equipment from the auditorium on worship days. Such an arrangement has been used to great advantage at Emory University.

We believe the plans above suggested will not interfere with the efficiency of the College. They are economical and sensible under the existing circumstances. We believe that they will meet with the unanimous approval of all who are fully aware of the circumstances.

HERITAGE

BLANCHE COLTON WILLIAMS

Head of the Department of English, Hunter College of the City of New York.

(Delivered at Agnes Scott Commencement, May 29, 1934)

Members of the Board of Trustees, Mr. President, Ladies and Gentlemen of the Faculty, Students, Parents, Other Citizens, and Members of the Graduating Class:

Class of 1934—*O pulcherrimae, doctissimae, vos saluto!*—today is your day, your primary impressive climax! From your egocentric point of view, toward the 'blown, blue flower' of this moment all that ever was on earth has led. For twenty years, one-fourth of the octogenarian span, you have learned of your inheritance. What is that heritage, and what will you do with it?

For you the Great Law set star-dust whirling to mold this ball, surrounded it with the proper gases, conferred upon it a temperature endurable to life. For you, after billions of years, that Law created behemoth to roam the primeval forest, leviathan to plough the vasty deep. Prehistoric mammoth laid down his body, measuring his length in the bog that held him through the ages, so you today might read that first autograph, and more than mildly surmise what manner of strange creatures once owned the globe. The same Law created man, gave him "mind, the lordliest proportions, and above the rest, dominion in the head and breast." The same Law urged man, with curiosity and consciousness ever-expanding, to know all he might know, to do all he might do. As vaster boundaries succeeded narrower limits, he envisioned ever greater realms; old margins faded before the march of his achievement, and the Great Law of creation advanced through its own masterpiece. You have inherited the dreams and the experience of man.

From some region (perhaps the central plain of Asia, perhaps of Europe—who knows?) your Indo-European ancestors wandered. From Russia, through Germany, Denmark, Norway and Sweden, toward the north; through Greece and Italy and France on the south, to England and Wales, eventually across the Atlantic, the Aryans trekked their way. In peace, they shepherded flocks, cultivated the ground; in war, became expert in offense and defense; and the fittest, surviving, became primitive architect, sculptor, inventor of signs for communication of ideas—Egyptian hieroglyph, Gothic rune, Roman script; became astrologer, then astronomer, poet, lawmaker. Yours is the heritage of man's experience in science and art.

A variation in the establishing of geographical boundaries, or a shift in the history of nations, and you might not be here today; if Egypt, Chaldea and Assyria had not risen and fallen exactly as they did, you might not have lived. As a poetic writer has phrased it, "There was a time when Job watched Orion from the Plains of Shinar, and Tubal Cain melted his brasses, and you were not," and now you always must have been. Let us assume, in a generous way, that your immediate origins were British, Italian, Greek, Russian, French, German, Spanish—with additions from that other greatest human family, the Semitic—what have you for your particular heritage? From the Greeks, architecture, perfected in the Parthenon at Athens and the Temples at Paestum; the sculptures of Phidias; the Dramas of Aeschylus, Sophocles, Euripides; the Poetics of Aristotle; the Republic of Plato; the discoveries in medicine by Hippocrates in Kos and Aesculapius in Epidaurus; the poems of Sappho—"But," you murmur, "there is not time to review the whole college course!" And rightly; though that would be the perfect Commencement address which rounded up for you your undergraduate years. More summarily then: religion from the Hebrew; law from the Roman; humor from the Irish; thrift from the Scotch; music, literature and philosophy from Greek and German; courtesy and *politesse* from the French; courage and love of home from the English; courage and endurance from your American pioneer forefathers—something of these heritages from all these nations—O, and much else! Morals; codes of honor; ideals of beauty; above all, human experience, transmitted to you through the medium by which you become inheritor, the medium known as education. One of President Nicholas Murray Butler's favorite sayings is, "There is nothing new under the sun." At the inauguration

three weeks ago of Doctor Eugene A. Colligan, who has just been made President of Hunter College of the City of New York, President Butler was repeating once again this quotation. Mayor LaGuardia retorted that there is something new every day. Each is right. President Butler speaks as the philosopher; the Mayor, as a practical man of affairs. Truth is old: applications of truth are new.

Last month a student in Leningrad wrote, deploring the ignorance to which the existing system of education in science condemns the aspirant for knowledge: "We want to know what works of art have been left us by Greece and Rome. We want to know Goethe, Dante, and Beethoven. We desire to know the history of human development." Some of these students believe, it is reported, that the Sahara is the capital of Australia. They know how many tons of coal are produced annually by their mines, but do not know the location of Vienna. The lament of Soviet youth indicates that a classical training is the best foundation, even for special education in the sciences; and since the protest, the system has been ameliorated: history and geography as well as statistics will be taught. How would *you* like to be deprived of *your* long roll of names—names for you significant of human experience, whether of good or evil? Cleopatra, Judith, Boadicea, and Molly Pitcher; Washington, Wellington, and Gordon of Khartoum; Kant, and Descartes, and Comte; Jenny Lind, Sarah Bernhardt, and Eleanore Duse; Margaret Fuller, Florence Nightingale, and Edith Cavell—for you, Georgians, Sidney Lanier, Joel Chandler Harris, and Button Gwinnett—Button Gwinnett, the first signer of the Declaration of Independence, whose name within this month of May, 1934, brought over ten thousand dollars at auction! Your trustees, your college president, your dean, your professors, all of whom in you shall have their continuation as in them you have your individual heritage. Above all, for *you* the gratefully treasured name of Agnes Scott!

Fortunately, for the capacity of the human mind, few comparatively are the known personal names of all history. The author of *Hydriotaphia* was right: most men must be content to be as if they had never been, to be found in the register of God rather than in the record of man. Earth knows most of us no more forever after awhile: even "Imperial Caesar, dead and turned to clay—!" But the Leningrad student wished to know, too, the history of human development. If not a writer's or warrior's or inventor's name were left to us, books, inventions, and epoch-making events would remain to stir. Have you read *England, Their England*? If so, you remember that Donald spent a day at Winchester Cathedral. He found the memorial to certain soldiers, "and read the proud, magnificent sweep of its inscription, which sounds like the roll of titles of a Spanish king or a blast from Milton's everlasting trumpet. . . . 'Who died in Flanders, France, Italy, Russia, Macedonia, Palestine, Egypt, Mesopotamia, India, and Siberia, or by the Dardanelles, or were lost at sea in the Mediterranean?'" Have you not been celebrating the departure of the *Savannah* for that first steam-voyage across the Atlantic?

Into the far past you could see but darkly; into recent ages you made better progress. Your history teachers have told you that measured by all time, man's knowledge extends only to day before yesterday. Yet knowledge of this space is your claim to the parchment that today is the symbol of your heritage. You studied, you survived the rigorous regimen; you are here. You have become proficient in pure or applied science; in the ancient and the modern languages, in literature; in history, philosophy, art, and music; you know about man's contribution to knowledge, even if you do not know all the contributions. For you, I repeat, all that ever has been, existed from your point of view, for you—Southern women. To be a woman of the South is to inherit not only a beautiful land, the traditions of a noble race—traditions of gentleness and courtesy and loving-kindness; to be a woman of the South is to inherit a love of place, peculiar to England, peculiar to our South; a love that will keep England and the South the final strongholds of right conservatism, that will cause the exile, however much she may love an adopted land, long in Spring, as Browning longed in Italy "to be in England, now that April's there," for flowering Southern field and forest; cause her in winter to sadden, thinking—

if she be a Georgian—of the streets of Atlanta, the marshes of Glynn, the hills of Habersham, and the valleys of Hall.

You, Southern women, know that the America which is to be will be different from that which has been. You, Southern women, educated Southern women, will stimulate the recalcitrant and repress the radical; you will be conservators of law and order, anarchistic only toward anarchy; you will be "ladies of the light." Your heritage of the ballot is too recent for you to have glimpsed all its possession means; but you will not betray your fathers and mothers who gave you that inestimable heritage, for with it you will help rule America. Your representatives, of whom some of you will be twenty years hence among those present, whether legislators, justices or governors—your representatives, I say, may be, will be, because you have aided in choosing them, having that background of human experience which guided you in judging men and women and saying "I approve" or "I disapprove." Your lives encompass the time of the first woman governor; your senior year is that of the first woman Supreme Court Justice, the first woman ambassador. Some of you may follow to the Supreme Bench, Judge Florence Allen; or to the Netherlands, Ruth Bryan Owen. And if you are going into politics, begin today.

You do not have to be told that for you is the opportunity to enter fields never before this era open to women, that you may fly across the Andes and from a wireless set beside you talk to the groundlings about the spread of land beneath your humming plane, that the laboratory of every science is yours, that you may become lawyers, doctors, radio-speakers, as well as teachers and actresses. Agnes Scott has recruited all these ranks and more!

Of these things you do not need to be told; but of some things you should be shocked into knowledge. Time is short; a life on earth is, in the words of Lizette Woodworth Reese, but "A call to battle and the battle done." Already one-quarter of your stay is with the days beyond the flood, and the other three-quarters will speed far more rapidly than did the first quarter. Grinding work, brain-directed, is essential to any service of value to humanity. "Great God, how I worked!" exclaimed Geraldine Farrar, and so might your teachers exclaim and all who have reached attainment beyond the usual. "Do not forget to play," advice you do not now need, you must treasure for later days. As far as possible, make your work your play. Whether you fish or whether you dance, keep physically fit and fun-loving, and retain your Celtic heritage, your sense of humor. Be serious, but not too serious. Whatever you do, do intensely for success; do leisurely for living. If you become that flying woman, you will concentrate on machines and aerial navigation, or like a modern daughter of Daedalus your first solo flight will be your last. Do not forget you have brains; keep thinking. Bernard Shaw says he has become famous by thinking once or twice a week! At a commencement in my student-days, Dr. J. B. Hawthorne (the original of Augusta Evans Wilson's "St. Elmo"), of Atlanta, addressed us. "Think, young woman!" he urged us; "think until the veins on your foreheads stand out like whip-cords." My own experience was rather short of the whip-cord effect, as yours may be while your veins are young and deeply embedded! But you have trained your thinking powers and you must continue to exercise them. Remember the master in Kipling's "Light that Failed," and his injunction, "*Continuez, toujours, Mesdemoiselles!*" Continue! Today is truly your Commencement, and all to this day your preparation.

Despite the fact, however, that life's day is short, early morning is not the whole day. Look forward eagerly to high noon, gladly to four o'clock and unflinchingly to night, believing that every hour of the day is good. Twenty, forty, fifty and sixty and seventy: Say now, "I have fifty years in which actively to serve and enjoy"; and apportion your time as if you knew you would live so long.

If you become a specialist, build broadly, look far, labor and wait. Suppose you study medicine. You will utilize chemistry and physics not only as remedial agents but as forces more and more understood in the creation of a better race. By evolution, natural history, upon which man has relied heretofore, ages were consumed in development. Now

a synthetic super-man is probable: better brains, greater strength, perfect health, perfect beauty—all will result from man's control of chemistry and physics and physiology. The other day a dwarf was elevated to man-size from a height of three and a half feet: a doctor had tried experiments on one of his glands. Doctors are beginning to *create*, not merely to heal and to fortify. Who knows what may happen when *you* go wandering and exploring among the mysterious tracts of the cerebrum, half of which—we are told—are an unknown desert? Chemicals you concoct, discoveries you make, may bring out latent cerebral powers. It were a boon to man to make him enjoy more intensely, have greater good-will to his fellow-man; but what if in this twentieth century were discovered the secret of eternal youth—what are they telling us of heavy water and its connection with old age—or what if death itself were conquered? In your own life-span has been discovered the secret of converting another metal into gold; and the philosophers of the Middle Ages have been justified as prophets. . . . But to become a leader in medicine, as in any other profession, you will scorn delights and live laborious days.

All past accomplishment in the arts and sciences you will regard as a point of departure, a *terminus ab quo*. Every technique serves its respective age. Impressive as are the results of Rembrandt's skill in casting lights and shadows about the faces of his Dutch burghers, or of Millet's touch in portraying the simple dignity of French peasants, or of Sir Joshua Reynolds's cool detachment in revealing the high-bred beauty of English ladies—memorable all that painters have done—their techniques were for their time, as their breath was for them, as the sun that shone then was for them. To be a successful artist means to interpret your day to your day and succeeding days, whether you do so with brush on canvas, burin on steel, or words on paper. You need not interpret so extremely as Gertrude Stein in "Four Saints in Three Acts," but you will not revert to the old *genres* and styles. Your heritage is nothing if it is not one with which you commence!

Suppose you teach! To be a great teacher demands a flair for human psychology, love of people, knowing all about some phase of your subject and something about all the phases, keeping up with ever-changing phases of the subject—in short, demands daily renewed knowledge, for your subject is not static; it grows and increases ever. From time to time you will orient yourselves anew at universities; you will be possessed of that patience willing to wait a generation to be informed of success; you will have, then, a divine indifference about success except in so far as it concerns your own soul.

What you have done, as measured by your aims and desires and starting point, on the foundation possible to you, you will know better than any other. Though you may be tempted to regret at the last the career you choose, set the slug-horn to your lips and blow the blast which sends that regret into retreat: "I did what I did" or, "I was brave enough to fail!" leaving the issue to the perfect witness of your conscience and all-judging Jove.

Some of you will be dissociated from careers in the usual sense of the word and so can make a career, an art, of life itself. To you more than to others is open the way of living in breadth and length and depth. You, with those who teach or write or fly or otherwise serve can live longer than your allotted three-score and ten. You began to live longer than your allotted three-score and ten. You began to live back of your birth-date when you projected your thought into the childhood of your mothers and fathers; you continued in school when you studied records of the impersonal past; and now, on leaving college, you have a well-ordered array of vicarious experience back of that peephole in the half-imaginary curtain, shifting constantly between present and past. Longer life is your heritage through education. In English literature, for example, you may live at will with a vast procession, with it move down the ages. With devout Caedmon of Whitby who, in his patterned hymn to creation, was the first great prose translator; with Layamon and his compeers, who kept our English tongue surviving for three hundred years after 1066; with the Knight of the Shire from Kent, and his pilgrims forever riding; with the poet's poet, Spenser, his monumental romance praising the queen whose spacious times

echo in Marlowe's mighty line, whose world was lighted by him not only of her age but for all time, the man of Stratford; with the blind Puritan, the Lady of Christ's, whose pealing epic blows undiminished down the centuries; with Sir Thomas Browne and his solemn harmonies; the masters of rhetoric, Dryden and Pope, conversational Addison, thundering Johnson, fluting Goldsmith; Shelley, impassioned by the white radiance of eternity; Keats, whose name was writ in water; with the Cumberland poet of nature and humanity; with Coleridge, of imagination all compact; with the marvelous Victorians—you and your procession are drawing closer now, many figures crowding along the broad highway—with satiric Thackeray, the passionate Brontës, indomitable George Eliot, humorous Dickens, melodic Tennyson, thoughtful Browning, dark-starred Poe, democratic Whitman, Hardy of Max Gate, Meredith of Box Hill—and the procession marches through the curtain into your own day; memory and fancy merge with reality. You may match this backward-forward moving shuttle in literature with one in history or whatever subject of research you choose to make your own in extending your life-length. The more accurate your knowledge, the more enjoyably you will revisit those glimpses of the moon which were before your birth. Visiting in the fourth dimension, you say? Have you not inherited the dimensions of Einstein?

In proportion as you continue to develop reason and imagination, the farther you may probe the future. The man or the woman of great accomplishment is the man or woman who sees a little farther through the misty curtain ever advancing. Since you were born, epoch-making achievements have changed the face of the earth and the habits of all races; be sure that before you pass on, even greater changes will follow. You have inherited an earth only a fraction as large as the one your fathers and mothers inherited. Distance has been curtailed; you have seen Paris separated from New York by a day: your grandfathers were saying with what now appears to have been smug complacency, "Only two weeks to Liverpool." You have heard a radio message put a girdle round about the earth in considerably less time than Puck's forty minutes! On one of the last occasions I saw my friend John Macy, he took out his watch and said, "I must be going: it's a long trip down to 37th Street." I murmured something about the possibility that in a few years we should be able to go to London as quickly. "Go?" exclaimed John, "We shall only *think*, and we shall be there!"

By and by the entire earth will be explored and exploited; the upper air for ten miles and the ocean's depths already have been visited; preparation soon will be made to tap the ocean for gold; investigation of the earth's deeper layers will begin. And afterwards, what? Your descendants of the *n*th generation will visit the moon and Mars. Colonies will be sent out, much later, according to Waldemar Kaempffert, on rocket ships which, become planetoids, will bear around the sun whatever human beings prove fit to assume as dwelling places those man-made worlds. Do not worry, however, lest your own group lose men and women to such great adventure: those adventures are far in the future, and many a mind will voyage through strange seas of thought alone before they are possible; yet they are coming, unless the Power that set earth spinning about the sun first destroys earth. I say, then, extend the length of life by reliving the past, living in the present, and by envisioning what is to be. Above all, think, think every day, "I, I am alive." Learn with mystic Blake 'to grasp infinity in your hand' and 'to live eternity in an hour.' With George Eliot think of the sunshine that is to be after you are no more. Continue through your children of the body or of the brain the sum of better things on earth. Only follow truth as you see it, for truth is a variable entity and is not the same for all. The truth *you* know is that which will make *you* free.

And what is it to live in breadth? If you are like the Wife of Bath, "Gat-tothed trefwely for to saye," you will travel. And, let us thank whatever gods may be, you may yet travel on this ball, finding differences of mankind, roaming with a hungry heart many lands; finding them with Harry Franck "Vagabonding down the Andes," or "With Lawrence in Arabia"; finding them in the Empire State Building on one clear day or on the *Europa*, 'when through scudding drifts the rainy Hyades vex the dim sea.' You who

travel, whether through books by the fireside, boats on the ocean, or buses in the air, will respect the lares and penates of other people. You will bow to the wisdom of Confucius, commend the calm of Buddha; you will enter the mosque of St. Sophia and remove your shoes out of consideration to the followers of Mohammed. As you become a citizen of the world, you will sympathize with all creeds, colors, and kinds of humanity; and so you will forward the brotherhood of man, the sisterhood of woman. Through your lives or your money, you may help benighted women everywhere find their heritage, and if you do, then in the language of good King Duncan, "Signs of nobleness, like stars, shall shine on all deservers."

But, you may be saying, "I do not care to live in the past," though I tell you that one day you will do so! You may not wish to speculate upon the future; you may not care to travel, either in flesh or in spirit, other countries, but the time will come when you will enlarge your orbit and will set out for the Isles of Greece or the Hebrides or the Arctic Circle, in fancy or in fact. Be that as it may be. You may live in depth. This dimension is possible for all and, for best living, essential. To each of you is given a home; it may be a room, a cottage or a mansion. You may prefer, after receiving this college heritage, to remain at home; many will make new homes. Whether you sweep or direct sweeping, learn all you can about the tools of your work and to get best results.

From cultivating your garden you will come to possess the wisdom of those who watch the seasons, who see winter change to spring and summer follow, year after year, whose acquaintance with the laws of nature observed throughout the succession of solstice and equinox will enrich and gratify without stultifying the intellect. You will come to identify yourselves with universal law and order, to understand without protest the ineluctable decrees of fate; to know that what is done must stand, and 'twere well, therefore, that 'twere well done; that

*"The moving finger writes; and, having writ,
Moves on: nor all your piety nor wit
Shall lure it back to cancel half a line,
Nor all your tears wash out a word of it."*

A day of life in your own home will help to

*"—turn the adamantine spindles round
On which the fates of men and gods are wound,"*

no less than does the day that marks a flight to the South Pole, the bursting asunder of the atom, or the discovery that the universe is a mere ten billions of light years in extent!

Graduates of Agnes Scott, Class of 1934, "*O terque, quaterque, beatae!*", live long for knowledge, broadly for sympathy, deeply for wisdom! Live to serve, to help, to give. You whose intellects have been roused, who have observed the overthrow of religions, the fall of governments, and the rise of new social organizations, you will not become cowardly, cynical, or pessimistic; you will be brave, optimistic, lion-hearted, and proud. You may journey through days of despair and despond; yet, as the sages tell you, no heights can exist without valleys; and if you live to your full capability you will have grand views from the Delectable Mountains. Nor worry about the hereafter! Mankind has puzzled in vain for thousands of years over the problem of eternity, over the immortal quality of immortality, and is likely to do so forever. Be grateful for life on earth, life, for which you owe fate, or providence, or chance, a debt requiring all that life to pay, a payment gladly to be rendered. So value your place here, with all the years have brought you, that despite hardship, grief, or tragedy, you can say when you are old, "To have been here on any terms whatever was a privilege immeasurable." You who receive today your baccalaureate degree have been greatly favored; and if you deserve continued favor from the Governor of the universe, so much the happier for you. Life will attain richer meaning, as you employ your increasing heritage; and, at the last, you may say with the demon of Kubla Khan,

*"I have fed on honey-dew,
And drunk the milk of paradise"*

BEYOND COLLEGE HALLS

JOHN D. MCKEE

(Reprinted here through the courtesy of the Alumni Features Service)

(*Foreword:* John D. McKee, the author of this article, is the well-known alumni secretary, editor, and in fact all-around alumnor at the College of Wooster, was formerly president of the American Alumni Council, and is at present director of aims and policies for that organization.)

In the village square stood a log cabin replica of pioneer days. Across the commons one could see the memorial arch through which was passing an academic procession. The familiar strains of march music became audible. Oberlin College had begun the observance of its Centennial Commencement.

As an interested, but detached, spectator, I noted all of the elements in this most typical college scene. Here were the faculty and trustees, the graduating class, the parents and friends, and the alumni. Each was related in some way to the events of the morning. The oldest among them could recall perhaps 60 years of the century just concluding, but the average association would be four years or less.

What, then, is the college? It had come out of the past to these who were privileged to witness the close of one century and the opening of another. Into the future it would go. But what is it?

The late President Thompson of Ohio State, in his final message to alumni on retirement, called it "that persistent something." "There is something about a university," he said, "that persists through the decades in spite of everything else that comes and goes. That persistent something keeps us all alert and I believe is the key to our high enthusiasms as alumni."

We are dealing then with a "persistent something" which is older than parliaments and all man-made institutions except the church. In two years Harvard University will note the 300th anniversary of its founding. Perhaps we are unimpressed until we recall the comparative changes which have occurred in the world since 1636 and then the "persistent something" inside the Harvard Yard becomes significant.

It is my purpose to deal with some of the factors which are involved in this enterprise from the time of college entrance onward. I speak of the undergraduate years first because they constitute the foundation upon which the later structure—alumni life—is built. Students constantly speak of "going out into the cold, cruel world." I admit that in recent years this rather trite expression has had more meaning than it once possessed. But it is still only a half-truth. The great cleavage with the past occurs when a student comes to college. Life is forever different after that, and Commencement four years later is but a transition.

"The youngest undergraduate as well as the oldest alumnus is a member of the college," to quote a favorite remark of President Sills of Bowdoin. The acceptance of this philosophy carries with it a serious responsibility for all teachers and administrators. In effect, it requires us to train students while in college to become good alumni after college.

The realization that he is a part of a college often does not come to an undergraduate until his last week on the campus. Or it may be in that most difficult first year out. But whenever it arises, it brings to him an acute understanding of "what it is that keeps alumni so close to the college and so much a part of it. They can't get it out of their systems. They may graduate but they can never go." "The Dartmouth man is never out of college" is an old saying at Hanover—it is the epitomized expression of a life-long relationship.

We turn now to the other side of the sheepskin. What experiences await one beyond college halls? I refer, of course, to the continuation of college interests in adult life. If I have a thesis in regard to the whole subject, it is this: the articulation of alumni interests in valid, constructive, and genuinely educational enterprise is the high task of the alumni organization and no other function is so fundamental and necessary as this.

It remains a fact that alumni life is much different from undergraduate life. It was therefore natural and normal that alumni would seek to perpetuate the friendships of col-

legs days through organization. The young gentlemen of Williams College who formed their "Society of Alumni" in 1821 were the first organized group of that which has since become a universal attribute in colleges and universities.

The Social Age, it might be called, and in thus designating it we must mean both a period of time and a philosophy of life. Chronologically the Social Age in alumni organization flourished universally until the close of the nineteenth century. A great many organizations have never advanced beyond this rudimentary stage.

A great many alumni never outgrow the Social Age although their own colleges may have alumni associations which have developed to a sturdy maturity. These are the alumni who are so pitilessly lampooned by the intellectual writers in the periodicals. No jibe is so bitter and no invective so poisoned as the one which is aimed at Lo, the poor alumnus, who never grew up.

In defense of college reunions, alumni dinners, and the like, it might be said that they only furnish the background for the flowering of friendships and the quiet sense of comradeship. It is a quickening impulse to grow up with one's college contemporaries.

The next stage in development after the Social Age is the Financial Age. In a study of alumni achievement recently completed by the American Alumni Council, it was discovered that one-half of all the activities have to do with money-raising. The college presidents of the country have not been unaware of financial aid of this character, ninety per cent of them crediting the alumni with material assistance. It should also be said that when questioned as to what type of alumni assistance is desired by college officers, first place in order of importance was given to financial aid.

We come now to the most striking development, as it is the most interesting, in the chain of alumni relationships. This we shall designate the Educational Era because more fully than any other it embraces a series of projects which indicate that alumni have at last come of age.

Educational relations with alumni are projected on the idea that the graduate is a member of the college for life and that, as such, he is concerned in the development of the college in its finest and most constructive aspects.

One of the first projects to engage alumni in their efforts to keep informed about the college was the alumni periodical. The conveyance of accurate information in a regularized way led to the establishment of what became known as the alumni magazine. No other medium can accomplish this work as sympathetically, intelligently, and constructively as an official publication.

Practically concurrent with the development of the alumni magazine, which was primarily an alumni gesture, came a friendly welcome from the college. It decided to invite alumni to sit on its governing boards and actually thereby to share in the policies and councils of the institution. This *rapprochement* has been openly sought, for the most part, and has accomplished most excellent results.

Among the recent trends in the direction of alumni cooperation have been those of assisting the college in its prospective student work; in passing critical judgments on applicants; and in making contributions for scholarship and student aid funds.

In recent years the colleges have made serious efforts to establish a broad boulevard over which might pass the mutual interests of college to alumni as well as of alumni to college. The colleges have become conscious of their obligation to establish ties other than sentimental and financial ones.

"Has the college a definite responsibility for continuing education after graduation?" The asking of this question with all of its implications has provoked more thought on the general subject than any other question in alumni relations. A large number of college executives and teachers have agreed that such a responsibility does exist.

Academic commentators, however, have not viewed the average graduate as a very promising subject for adult education. William McAndrew has been severe enough to say that "The Alumni do not consciously form a living nucleus for the American ideal. Our

educated hordes are not numerous going higher. Like the educated Indian, they step out from the higher institutions and go back to the blanket."

Of course, this question cannot be raised without involving the colleges. If the educational vaccine doesn't take, is it altogether the patient's fault? We know that it is not and we admire the frank way in which Professor Newlin and Committee G of the American Association of University Professors admitted their culpability in the matter.

In appraising the alumni movement, they pointed out that "the problem of interesting the alumni in the intellectual life of the college is primarily a problem for the institution itself, to be worked out through its own active agents of intellectual propaganda, the members of the faculty. Unless they, at the heart of the whole situation, so overflow with enthusiasm for intellectual growth and achievement as to be a persistent source of genuine inspiration to those with whom they come into contact, very little and nothing permanent, can be hoped for from casual meetings and occasional messages.

"Their students will catch the fever in their classrooms; as young alumni they will be eager to continue the contacts they have found stimulating, so that bulletins, magazines, reading lists and information will be asked for, not merely 'sent'; as older alumni their interest will naturally ripen into pseudo-parental supervision over prospective candidates for admission, accompanied by a keen following of new movements and issues; and machinery will take its proper place—that of a tool instead of a goad—and will be motivated from the proper source of power—the teaching staff of the institution."

Only as the alumni have a belief in the validity of the institution's educational processes can any satisfactory and permanent relationship be established. Without this factor only non-educational and even anti-educational influences may be established. This is why the Athletic Age in the life of an institution is likely to be so detrimental. It leads the alumni into pernicious interference with athletic control which properly rests within the institution's purview. It leads to exploitation of alumni interest in harmful practices such as professionalism, and it gives a wholly wrong impression to the general public as to alumni influence and power.

The fundamental aim of alumni education must be the encouragement of a personal, intellectual life of the individual alumnus. Thus the projection of the college's interests into the lives of its alumni depends upon strong foundations, sound techniques and genuine understanding.

In its finest conception the loyal alumnus is loyal to the educational program which he not only found valid when he was an undergraduate but which has been the sustaining force of his life. Viewed from the inclusive angle that education should cover the whole of life, the true loyalist sees education in its synchronized setting. It is a large and intelligent and inspiring conception.

On this basis the relationship of alumni to our first-class institutions become understandable. They are implicit believers in the educational soundness of their college; they are zealous of its standing in education; and consequently they lend their efforts to its advancement. Alumni relations at their highest potential deserve the kind of respect which alumni bring to their college when they have begun to grow up.

"The alumni task lies," as President Thompson has pointed out, "in securing in the consciousness of alumni that they are a living part of a growing university to which they may make some contribution of thought or idealism.

"Universities grow through the creative power of imagination and the persistent influence of university sentiment and tradition. These find expression chiefly in the alumni.

"The alumni are indeed the university and are its ripest fruit, its ultimate justification."

And just as the college must ever look out to its alumni for the final evaluation, so must the alumni ever look back to the college. Each complements the other, neither is complete without the other, and only as they advance together may the institution become truly great.

OUR INTELLECTUAL TREADMILLS

J. D. A. OGILVY

Department of English Language, University of Colorado

(Reprinted here through courtesy of *The American Scholar*, Phi Beta Kappa publication)

Though I should be the last to quarrel with Professor Wertenbaker's assertion (in his article, "Our Intellectual Graveyards," *The American Scholar*, Spring, 1934) that teachers in our small colleges could do with more academic leisure, I strenuously object to his assumption that the way to the undergraduate teacher's salvation lies through productive scholarship. Mind you, I have no feud with the productive scholar: he is an extremely useful member of our intellectual community, often a competent and not infrequently a brilliant teacher. But there is, so far as I have discovered, no real evidence before the court that he has a monopoly on good undergraduate teaching. If he has how are we to account for the really splendid teaching one occasionally finds in high schools? Surely even those "intellectual graveyards," the small colleges, are centers of scholarly activity compared to them. Moreover, I have seen very respectable college teaching done by instructors without so much as a single learned note with which to bless themselves.

There are few small campi, it is true, which cannot show an example or two of mental decay or ossification among their faculty. But though I have never heard a student say, "There goes old Dry-as-dust. He hasn't had a new idea since 1890," I have rather frequently heard students remark, with profane additions, after a particularly listless lecture by some distinguished scholar, "Too damned busy with his book even to go through the motions of a decent lecture!" I recall, besides, a most engaging old gentleman with a great reputation as a scholar whom I frequently met during my researches in the library of one of our largest universities, who was, if my unprofessional judgment is worth anything, definitely unbalanced—not to mention the scholars who, following the thorny road which leads through productive scholarship to the serene eminence of the doctor's degree, are overtaken by "nervous breakdowns" and have to be laid up for extended and not always successful mental repairs. Scholarly achievement is, I fear, no guaranty either of good teaching or of mental soundness.

The true advantage which a few—a very few—of our large universities possess lies, to my mind, not so much in their facilities for productive scholarship as in their vital intellectual atmosphere, a body of people with whom one can fight about ideas; and I see no reason why such an atmosphere cannot exist in a small college, although in my limited experience I have not encountered it. Professor Wertenbaker may, of course, reply that this atmosphere was the result of the congregation of a large number of scholars interested in research, but I doubt it. The people whose company I found most interesting complained almost to a man that productive scholarship was the thing that stood between them and a well-rounded education. Anyone who wanted to do anything in teaching must have a doctor's degree even to obtain a position; and to get a doctor's degree, the scientist must thrust himself into a narrow and highly specialized branch of bacteriology before he has had time for even a good rough survey of the whole field of biology, the student of literature must plunge into the study of minor works in Middle English before he has had a chance to gain a proper knowledge of classical literature, the economist—but why multiply examples?

The doctor's degree, most of us decided, would probably be a good thing if a man were given a chance to draw breath and look about him after he had attained it. But was he? Hardly. If he got a decent job (in a large university, of course), it was "Root, hog, or die!" Promotion, or even holding one's position, depended upon publication. One was, in short, caught in an intellectual treadmill.

The obverse of this picture is presented by the professor who complained to me that one in his field was kept endlessly busy sorting out the few valuable publications from the masses of trash that every month brought forth.

Perhaps the greatest misfortune of all is that many of the men whom the merciless demand for "productive scholarship"—God save the mark!—either turns entirely away

from productive scholarship or forces to turn out shoddy, half-hearted, hastily done work, might, given time to ripen and develop, become truly productive scholars. Many others, in my estimation, would make better undergraduate teachers if the desire to get on in the world did not lead them to fritter away time and energy in scholarship which is essentially a bowing of the knee to Baal.

The function of the undergraduate teacher is to introduce his students to the stores of human knowledge and tradition and to the eager, impartial, questioning spirit which should be the hall-mark of the student. To do so properly he must have knowledge, enthusiasm, and a touch of histrionic ability, but some of us are not convinced that he needs a string of learned monographs to his credit. Such a list certainly does not prove that he will be a poor teacher; but the people who think that he cannot teach well without it overlook the fact that although all teachers should be scholars some are teachers first and scholars afterwards. To them the chief business (and pleasure) of life is teaching, and from their ranks are drawn many of our best undergraduate teachers. The man who is primarily a scholar naturally gravitates to his proper sphere of usefulness, the graduate school. His are the power, the glory, and the publications. If he is charitable he will leave to the teacher-scholar his function "for to admire and for to see, for to be'old this world so wide" and the attempt to make what he has seen alive to his students, and will refrain from unkind remarks about dilletanti and intellectual graveyards.

Professor Wertenbaker will, I believe, agree with me that the real danger to any teacher is that his teaching may become merely an automatic repetition "as tedious as a thrice-told tale vexing the dull ear of a drowsy man." Repetition, in large part, it must be; but if a man is to remain a teacher he cannot become a mere animated phonograph. The question is, "How is he to avoid this fate?" And at this point Professor Wertenbaker and I part company. According to him enthusiasm for a course in the principles of economics or in punctuation and grammar may best be renewed by composing an article on early Bæotian systems of land tenure or the pre-Germanic past participle. Perhaps—if the teacher really wants to write it, though even then there is some risk that the pursuit of such interests may turn him into a thorough-paced pedant who regards his classes as a tedious but unavoidable means of earning the bread and butter necessary to sustain life while he writes more and duller articles to win a better job at a bigger university where, in turn, he may write even more articles; and so on. If the teacher does not want to write the article, to bring pressure upon him to do so is merely to thrust him back into the treadmill which he escaped by avoiding the large university.

In a course which must repeat the same work from year to year, the real vitalizing and refreshing spirit, it seems to me, comes from the conviction that one's students need what one is trying to teach them, and from an interest in the students themselves and in the art of teaching. A fisher of men, no less than one of fish, should wait with bated breath for the "rise" though he has cast his lure in much the same waters a thousand times before. The delight of having a class snap at an idea before it hits the water does not stale with repetition.

It is true that one who is himself intellectually stagnant cannot hope to stir the intellects of others, but I do not find it written among the laws of the Medes and the Persians that publications are the only symptoms of intellectual life. They may be the only signs sufficiently obvious for certain deans and heads of departments to recognize, but that is scarcely the same thing. By what law, furthermore, is a man required to seek intellectual stimulation only in his own field? If he is a teacher even half worthy of his salt he will know that more than adequately for undergraduate teaching, and excursions into other fields may be of far more value to him both as a teacher and as a man than minute research in some remote corner of his own. What most of our faculties need today is chemists and economists who know some English and English teachers who know some science and economics.

If a fairy godmother were to ask me for a list of wishes in order of preference, a year at the university where my graduate work was done would stand high on the list, but not if I must confine myself to studies immediately productive of something I could publish. In fact, I should wish to do the major part of my work entirely outside my own field, and I think there are thousands who would echo my wish. The pedant may call us scatter-brained idlers if he will. Perhaps the more charitable will consider us modest enough to recognize that we are not yet equipped for first-class scholarly work. If we were allowed to stay outside our field for ten years those who got back—probably a rather small percentage—might be equipped to do some scholarly work they need not be ashamed of. But then, the instructor in a large university who spent even five years of the ten outside his own field would almost certainly be requested to spend the other five elsewhere. Certainly his promotion, no matter how competent his teaching, would be little short of a miracle.

The undergraduate teacher in the small college has some opportunity to take his eye off his own field for a few minutes now and then. Not so the ambitious young man in the large university. There is one sure path—and only one—to advancement: publication. For those who like it, it is a good road; and with those who can travel it without pedantry I have no quarrel—they are the very cream of our scholars. "I laud them; I praise them: they offend none"—but the diletante. For those who follow it unwillingly, however, and for those who follow it merely as they would follow any other fashion I can muster nothing but a somewhat contemptuous sympathy. For the most part they are neither fish, flesh, nor good red herring—neither scholars, teachers, nor free men. Better a thousand times they had chosen the small college. At best, they might have become good teachers; at worst, they need never have become quack scholars. The intellectual graveyard is at least more restful and less hypocritical than the intellectual treadmill.



A UNIVERSITY is more than a storehouse of rapidly aging facts. It should be the stronghold of those who insist on the exercise of reason, who will not be moved by passion nor buried by blizzards of data. The gaze of a university should be turned toward ideas. The process of departmentalization has carried with it surprising losses in general intelligibility. A university must be intelligible as well as intelligent. It must find better methods of communicating the ideas which it is its duty to foster and develop.—PRESIDENT HUTCHINS.

THE INTERNATIONAL RELATIONS ASPECT OF MEMBERSHIP IN THE A. A. U. W.

AURELIA HENRY REINHARDT

President of Mills College

The modern woman is satisfied with no point of view that is not planetary. The international relations department and programs of the American Association of University Women furnish to all members this most challenging and most satisfying aspect of our organization's purpose and achievement.

Historically, the Association in its earliest days stirred women to interest in the standard of their own particular college. Then it taught them to be interested in the standards of all colleges in our country where women might be students, then in women students themselves, their economic support, their eventual professional status. Then the frontier of our country seemed to put no obstacles to students or to institutional interest, and we came to support American students in foreign countries and foreign students in the United States; we made studies of foreign universities in terms of our own and studies of American universities in terms of foreign institutions.

It was in 1919 at Bedford College, London, that the delegates from England, France and the United States, meeting for the first time outside of their own countries, brought about the organization now known as the International Association of University Women. Coming into being in the months so near to the Versailles meeting, its purpose gravely included the desire to increase international understanding through educational instrumentalities which university women have at their disposal.

In the decade and a half since that time, how many things have been achieved by our American Association of University Women and by the related associations, which would have been impossible but for the international viewpoint given by the international meetings.

Most important to our members as a whole and from the point of view of our national educational program, was the developing of an International Relations Office. This meant the adding to our staff of a research scholar whose preparation was in the field of contemporary history and whose work within the Association was the making of programs of study for the use of our branch members. These have to do with American diplomacy, American immigration, America and race relations, and with an ever-increasing list of study plans taking root in the League and its activities, in the World Court and its progress, in the emergence of Fascism, Communism and kindred governmental readjustments, in the history of the mandates, in the changing situations in India, in China and in Japan.

Members of the American Association of University Women may well be proud of this educational department of their founding and support. Its existence and rise in our Association rightly following national development of child study, university curricular changes, internal, economic, scientific and political progress, gives a broad and sane relationship to contemporary life upon our planet. Contemporary life reflects present educational achievements in all lands, and is the most imperious challenge to educational institutions and organizations. It is significant that in 1932-33

International study programs were available;

Branches were engaged upon such study;

Members were enlarging their horizons by pursuing work in one of these fields.

But the International Relations Office and our Association's part in the International Federation have values that cannot be grouped under department study by members and values that cannot be enumerated in so brief a statement as this.

International Council meetings made up of the national chairman of International Relations have occurred annually, and International Conferences with delegates from all member nations have met triennially since 1919. This means to us that our representatives have taken part with those of thirty-seven other countries in mutual undertakings which have been discussed in Amsterdam and in Madrid, in Vienna and Boston, in Prague

and in Brussels. This means to us that our representatives work on committees to study world educational conditions, primary and secondary school methods, university organizations, comparative values of academic degrees, relative positions of the woman student and the older student whom we will call the professional woman. This means that there has developed and will continue to develop out of our international interests and study our international fellowship opportunities, our international club-houses, our international exchange of teachers and kindred work.

Our International Relations Office brings our membership into touch with the Committee on Intellectual Co-operation of the League of Nations, stimulating us to think in terms of the work of international research scientists, which should be shared with all the world, of artists whose achievements deserve to cross national boundaries, and of writers whose works should be translated into languages other than their own, of noblewomen working with knowledge and idealism of which we could have neither acquaintance nor friendship save for these shared intellectual disciplines and interests.

Our American Association of University Women rightly has its headquarters in our Federal City. It rightly has its members and its branches wherever women graduates of colleges and universities are living and leavening our national life, but through our affiliation with the International Federation of University Women it makes neighbors of women in other lands, it makes fellow-world-citizens of like-minded students, it makes inspiring friends of those whose home lands may be on opposite sides of the planet but whose minds speak an identical language.



LOOKING FORWARD

Universities, like most other social institutions, are today inclined to mark time, while looking uncertainly about at the future and its connections with the past. The financial administrators tend to be highly conservative, not only about their incomes but about their expenditures. The faculties face anxiously what may be for them a crisis in their standards of living. All look hopefully towards the proverbial corner around which some think they discern the returning prodigal, Prosperity.

Boldness is needed; a new emphasis upon scholarship will help, and an emphasis upon the induction of new blood into many departments. The danger of a time like ours is notoriously the danger of drift. A huge modern university, privately endowed, multifarious in its objectives, cannot afford to rely upon its bulk. Size is in this instance not strength.

Perhaps the lush 'twenties have raised up in educational circles a vested interest in size and mediocrity. Someone must pioneer the way out of this sandy plateau. The great universities, grown greater by windfall gains, are confronted by the necessity for pondering their economic foundations. It is as well that any consideration of income will be accompanied by thought upon outlays. There must be consideration of the aims of instruction, of the source of the stream of students admitted, of the quality of the instructional staff. We should welcome the need for an accounting, but not by anxious, reactionary men.—*Harvard Alumni Bulletin*.

ANNUAL REPORTS OF THE ALUMNAE ASSOCIATION

TREASURER'S REPORT TO ALUMNAE ASSOCIATION

FROM SEPTEMBER 1, 1933, THROUGH JUNE 12, 1934

Receipts		Proposed
	Receipts	Budget
	1933-34	1934-35
Dues	\$803.10	\$850.00
Tea Room Rent	264.00	400.00
Room Rent (House)	207.25	150.00
Gift from College	800.00	800.00
Final Payment on Old Checking Acct. in Dec. Bank & Trust Co.	159.98	----
Interest on Old Savings Acct. Due January, 1931	37.09	----
Interest on Savings Account Due July, 1933, and January, 1934 ..	14.77	37.50
Miscellaneous (Rent on Caps, Gowns, \$59.50; Telephone Tolls, \$15.43) total	74.93	62.50
Repayment of Loan to Class of '22 for Hopkins Jewel, in full ..	10.00	----
Repayment of Loan to Decatur Club in May, 1932	4.00	----
Returned Check	4.70	----
TOTAL RECEIPTS	\$2379.82	\$2300.00

Disbursements		Proposed
	Disbursements	Budget
	1933-34	1934-35
Secretary	\$720.00	\$720.00
Maid	96.00	96.00
Dues	32.50	32.50
Printing, Postage, Stationery	969.72	975.50
Operation of Alumnae House	185.98	195.00
Cleaning, Furnishing, etc., House	116.34	125.00
Entertainment	50.84	50.00
Redecoration of Alumnae House	132.00	----
Fire Insurance on Furniture (\$2,000 for 3 years)	76.50	----
To Committee on Beautifying Grounds	25.00	25.00
Traveling Expenses	----	50.00
Miscellaneous—Total	26.72	31.00
Government Tax on Checks	\$ 1.12	
Flowers (Mrs. Durrett)	2.00	
Audit—Treasurer's Books	10.00	
Ledger—Tea Room	2.85	
Photographs—Garden	8.75	
Posters and Pictures	2.00	
TOTAL DISBURSEMENTS	\$2431.60	\$2300.00
BALANCE ON HAND	223.14	

REPORT ON SAVINGS ACCOUNT (LIFE MEMBERSHIP FUND)

Receipts		
Balance in Savings Account, September 1, 1933		\$648.95
Final Payment on Old Savings Account in Decatur Bank & Trust Company ..		793.66
Repaid in full by Tea Room on Loan		152.63
TOTAL RECEIPTS		\$1595.24

Disbursements		
To Garden Committee to Pay Debt		\$114.67
BALANCE ON HAND, JUNE 12, 1934		\$1480.57

At this time I wish to express my deep appreciation of the honor shown me in permitting me to serve as your Treasurer during the past three years. May I wish the new officers even greater success and prosperity.

Respectfully submitted,
Margaret (Whittington) Davis, Treasurer.

MINUTES OF THE EXECUTIVE COMMITTEE OF THE AGNES SCOTT ALUMNAE ASSOCIATION, MAY 24, 1934.

The Agnes Scott Alumnae Executive Committee met on May 24 at the Alumnae House. The meeting was called to order by Mrs. Durrett and the minutes read and approved.

The Treasurer gave a report to date and presented the proposed budget for 1934-1935. This was accepted by the Executive Committee. The Treasurer then made the following recommendations from the Finance Committee:

1. That money to be borrowed from the savings account to pay the debt on the Alumnae Garden be returned by the Garden Committee as donations made this possible.

2. That since the Tea Room Manager has not received a large portion of her year's salary, she be given any surplus remaining after all bills of the Tea Room and the loan is repaid.

Both of these recommendations were accepted and passed by the Committee.

There were reports by the Beautifying Grounds, Publicity, Student Loan, Curriculum, Local Clubs, Entertainment, Constitution and By-Laws, and House and Tea Room Committees.

Mrs. Hastings told of plans for raising money for the garden by the end of the summer.

The Constitution and By-Laws Committee recommended that the College Field Secretary be an ex-officio chairman of the Preparatory Schools Committee.

The House and Tea Room Committee reported Mrs. Nisbet's resignation as manager. The selection of a new manager is left to the new administration.

The Entertainment Committee recommended that the Home-Coming Tea at Thanksgiving be abolished, since so few alumnae and faculty were able to attend. This was accepted.

The Entertainment Committee further recommended that Open House at Commencement and the Senior Tea in the spring be combined. This recommendation was not accepted. The Committee made a counter proposal that the Senior Tea be retained and that Open House be restricted to faculty and alumnae.

The Executive Committee re-elected Miss Dorothy Hutton for the next year.

There was no further business, and the meeting adjourned.

Respectfully submitted,

Frances (Gilliland) Stukes,
Secretary.

MINUTES OF THE AGNES SCOTT ALUMNAE COUNCIL, MAY 24, 1934

The Agnes Scott Alumnae Council met on May 24, 1934, in the Alumnae House.

After the meeting was called to order by the president, the minutes were read and approved.

There were reports by the following committees: Publicity, Entertainment, Garden, Curriculum, House and Tea Room. Short talks were made by Dorothy Hutton and Penelope Brown.

Dr. McCain gave a resume of the year's work and told of the building plans for the near future. He especially praised the work of the Publicity Committee.

There were short talks by Mary McDonald, President of Student Government, Carrie Lena McMullen, President of Y. W. C. A., and Marjorie Tindall, President of the Day Students.

Miss Hopkins, in her talk, told of the success of the service scholarships, inaugurated this year.

As there was no further business, the meeting adjourned.

Respectfully submitted,
Frances (Gilliland) Stukes,
Secretary.

MINUTES OF AGNES SCOTT GENERAL ALUMNAE ASSOCIATION MEETING, MAY 26, 1934.

The Agnes Scott Alumnae Association met on May 26, 1934, at eleven-thirty A. M., with Cora (Morton) Durrett presiding. After the meeting was called to order, the minutes of the last General Association meeting, the Executive Committee and Alumnae Council were read and approved.

There then followed reports from the President and General Secretary. The Treasurer gave her year's report and presented the budget for next year, which was accepted.

There were reports from the following standing committees: Publicity, House and Tea Room, Curriculum, Preparatory Schools, Beautifying Grounds, Entertainment, Student Loan, Local Clubs, Constitution and By-Laws.

Mr. George Winship, member of the present board of trustees of Agnes Scott, brought a message to the alumnae. He spoke in praise of the fine work of Dr. McCain in carrying on the year's program and of that of Mr. Tart in continuing to carry on on such a sound financial basis.

The election of officers for 1934-1936 was held. Following the casting of ballots, Allie (Candler) Guy, Chairman of the Nominating Committee, reported the following:

President, Frances (Craighead) Dwyer, '28.

First Vice-President, Annie Tait Jenkins, '14.

Second Vice-President, Eva (Wassum) Cunningham, '23.

Secretary, Louise (Brown) Hastings, '23.

Treasurer, Philippa Gilchrist, '23.

Publicity Chairman, Janef Preston, '21.

Preparatory Schools Chairman, Elinor Hamilton, '34.

Curriculum Chairman, Clara (Whips) Dunn, '16.

House and Tea Room Chairman, Maryellen (Harvey) Newton, '16.

Local Clubs Chairman, Mary Waller Shepherd, '28.

Beautifying Grounds Chairman, Frances (Gilliland) Stukes, '24.

Entertainment Chairman, Augusta (Skeen) Cooper, '17.

Student Loan Chairman, Ladie Sue Wallace, '26.

Constitution and By-Laws Chairman, Patricia Collins, '28.

Mrs. Durrett read a letter from Dr. McCain concerning the naming of the auditorium in the proposed music building "Gaines Chapel" until such time as the alumnae memorial chapel to Dr. Gaines is built.

As there was no further business, the meeting adjourned.

Respectfully submitted,
Frances (Gilliland) Stukes,
Secretary.

REPORT OF THE PRESIDENT OF THE ALUMNAE ASSOCIATION

The reports of alumnae activities for the year are now ready. In view of the continued stress of the economic situation, we are grateful that we have been able to maintain the chief features of our alumnae program. In spite of necessary curtailment in many lines, we believe that the spirit of the work has not suffered.

Our General Secretary, Dorothy Hutton, has continued her active interest and persistent efforts for the welfare of the Association. The Executive Committee has again unanimously re-elected her for another year.

For your new officers, the present officers ask the assistance of the general body of alumnae. Through financial aid, helpful criticism, and actual participation in alumnae endeavors, we can keep our Association on the same high plane which Agnes Scott alumnae have consistently sought.

Respectfully submitted,
Cora (Morton) Durrett,
President.

REPORT OF THE GENERAL SECRETARY OF THE ALUMNAE ASSOCIATION

The Alumnae Secretary returned to the College on September the fifth to resume her many duties in the alumnae office. Actual progress at first was retarded by the condition of the Alumnae House, which had been left at the mercies of painters during the summer. With the House once more in running order, work was begun in earnest.

A dues campaign was launched as the first step in planning for a new session. Memberships were solicited among 1,200 former Association members, among the graduates of '33, and among those students who were unable to return to Agnes Scott for this session. It was very gratifying to have a response from over 50 per cent of the class of '33, 56 out of the 99 now being paid members of the Association.

October began with work on the November Quarterly. The office feels very grateful that four regular issues of this publication have been printed with this July issue. Favorable comments on this magazine have been most encouraging. The office feels that this publication has been more attractive because of the courtesy of Phi Beta Kappa, the American Association of University Women, and the Alumni Features Service in allowing a reprint of interesting articles which they have published. We have also had a ready response from alumnae and faculty in supplying articles of interest to alumnae away from the College. An effort has been made to carry in each issue at least two of these reprinted articles, a resume of some alumnae project of general interest—such as the Alumnae Weekend and Founder's Day—and any outstanding talks which have been delivered at the College during the session—such as the address for Investiture and the talk by Dr. Hayes on the Liberal Arts College. We have tried also to include in each issue a stimulating message from alumnae in some field of business or professional endeavor, and a complete report on clubs and individuals themselves as they continue to move, marry, and have babies. By way of advertising the Quarterly, complimentary copies were sent all '33 members in November and members of the Granddaughters' Club in April. This latter issue was of particular interest to granddaughters, since it carried a picture of their group. A word of thanks in passing should be accorded class secretaries who send in regular reports to the office, despite feeble responses from class members in reporting on themselves. We of the Executive Committee feel that very little of the year's program deserves commendation, unless it be that we have carried on our

Quarterly on a basis commensurate with our standing as a college, and that we have done this in spite of a reduced income from dues and the Tea Room. The Alumnae Secretary feels that any sacrifices that this entailed were well worthwhile.

Attention has been regularly given the files. A student who was in College on a scholarship worked in the office three hours a week. Her time, combined with that of three girls regimented under CWA work in the spring, made possible the correction of a mailing file. This has been cross-referenced with the master file and should make the office more efficient in conducting dues drives from now on.

In November most of the time of the Alumnae Secretary was devoted to the work in connection with the third annual Alumnae Week-end. It is unfortunately impossible to diagnose the reactions of an entire group in attendance on such an occasion. The consensus of opinion, however, seems to have indicated satisfaction with the program as planned for this session, but a desire for a new type of program, and possibly a more convenient time for nearby alumnae. In the spring we had a caller from the University of California who is making an inclusive report on Alumni Education. He evidenced a great deal of interest in the programs of the past three years and was complimentary about the way in which this project has been handled.

The office has endeavored to maintain a real contact with local clubs. Regular attendance at the meetings of the Atlanta Club, the Decatur Club, and the Business Girls' Group of the Atlanta Club has been maintained. In January the Alumnae Secretary, accompanying the Field Alumnae Secretary on a tour of Florida, had the pleasure of meeting with groups in Savannah, Tampa, Miami, and Jacksonville. The organization of a Los Angeles Club and a state-wide Mississippi Clubs brings the total number of our organized groups up to twenty-four.

The Granddaughters' Club was again sponsored by the Alumnae Association. The club held two business meetings during the session, and served at the Home-Coming and Senior Teas. The July Quarterly carries an article on the activities of individual granddaughters. We feel this contact assures us of their loyalty as alumnae and reaches many of their mothers whose interest has been side-tracked since they left Agnes Scott.

A reunion of the class of '33 at Thanksgiving brought back to the campus many of this group. Over 1,000 letters were mailed out in May to graduates and non-graduates of '03, '04, '05, '06, '22, '23, '24, '25, '32, '33, giving them a cordial invita-

tion to Commencement. This form letter has been followed up by more personal letters from class members in some instances and by telephone invitations for those locally.

Many prospective Florida students were met in January, and this proved a happy experience. In March the alumnae office, with the help of the Field Alumnae Secretary and the cooperation of the Atlanta Club, entertained 190 local high school students. Dr. McCain was pleased that 50 per cent of those invited attended this all-day Agnes Scott party.

The annual Founder's Day program was broadcast over WSB on February 22nd from three-thirty to four o'clock. A report showed that twenty-one groups met for this occasion, although few of them could get the broadcast because of the hour and local weather conditions.

Looking ahead, the alumnae office has followed its former policy of making a definite contact with members of the present senior class. A form letter has called their attention to the benefits of Association membership. The seniors were entertained at tea in May. At a recent class meeting Carrie Scandrett, '24, presented the program of the Alumnae Association to the group.

Although the memberships have come in at times at a discouragingly slow rate of speed, necessitating during the year as many as five dues notices, the office has felt that the alumnae have not lost their interest in the program of the Association but have dropped their memberships temporarily because of necessity. The encouragement of those who have kept up their dues and the explanations of those having to drop out of the organization have meant much to the office.

The office feels that four definite recommendations should be made for the coming session: The office should make every effort to maintain the Quarterly so that it will be as representative of our college as a similar publication of a similar institution. The plans for the next Alumnae Week-end should be varied as much as possible, in an effort to keep alive the good beginning we have made in this project. The time for the Founder's Day program should be a night hour, if this be at all possible on the basis of WSB's general program. An attendance at both the regional and national conventions of alumni secretaries should be arranged; this suggestion is made because it is felt much of new inspiration has been lost through a lack of contact the past two years and because we of the Executive Committee feel that this is a valuable bit of advertising for Agnes Scott and that this should be done, even though it may mean curtailing

expenses elsewhere on the proposed budget.

The Alumnae Secretary feels that her report would not be complete without a word of thanks first of all to the College in giving us \$800 toward our budget and in providing student assistants during the session to lighten the burden of the Secretary and to make possible more accomplishments for the office. The end of this session brings to a close a term of office for many fine officers and committee chairmen. To these, and particularly to the President and Treasurer who have given of their time generously and willingly, the Alumnae Secretary tenders a vote of thanks. If we as a committee have failed in making the report for these two years as indicative of progress as we would have liked to do, we may well feel satisfied that we have conscientiously done our best. We wish for the incoming officers and chairmen no better opportunity to cement friendships and bind them together in our common loyalty to Agnes Scott than these years have offered us. But we can wish them a term during which individual alumnae will feel an increasing interest and responsibility in the program of the organization we serve.

Respectfully submitted,
Dorothy Hutton,
General Secretary.

REPORT OF THE PUBLICITY COMMITTEE

During the past year the Publicity Committee has continued its efforts to secure effective publicity for the College, and has, we believe, made some progress.

One part of the work has been, as in former years, to keep Agnes Scott representatively before the public through the newspapers. In trying to have regular, accurate, and unsensational news of the College given out through the press, the committee has worked indirectly through the campus agencies that are responsible for the reporting of news. By keeping in touch with the members of the journalism club, the Agonistic staff, and the paid student reporters of the Atlanta papers, the committee chairman has been able to maintain a perspective of the amount and kind of news that has gone out from the college, and from time to time to make suggestions concerning items of news that should receive publicity. A glance at the clipping files of the journalism club will reveal the gratifying fact that during the past year the College and its activities have been fully and, on the whole, favorably represented in the newspapers of Atlanta and of other cities. In the Atlanta Journal alone have appeared more than 70 news articles, and

20 pictures, 15 of which were in the roto-gravure section. A corresponding amount of publicity has been carried on through the other Atlanta papers, and many items of general interest have gone out through the Associated Press. The student reporters have not always been able to control the kind of publicity that gets into the papers. Inevitably the press pounced upon the recent agitation for smoking privileges on the campus and made feature stories of it; but the final result of the student government questionnaire, revealing that a minority of the student body desired such privileges, was published as front page news. The present amount of good publicity in the papers, due largely to the increasingly alert work of the student reporters, presents a contrast to the dearth of Agnes Scott news commented upon in a meeting of the Alumnae Council two years ago. The chairman of this committee has conceived her function with regard to newspaper publicity to be that of encouragement and stimulation of the student agencies already at work, with the aim of improving the amount and quality of college news sent out.

By far the most important work of the Publicity Committee has been the Radio Broadcasts, under the very capable direction of Mary Catherine Williamson, class of '31. Since June 3, 1933, until the present time, the College has been represented over WSB of the Atlanta Journal by a series of fifteen minute weekly broadcasts. Except for necessary re-arrangements of schedule due to daylight-saving time changes in the East, the hour of the broadcasts has been regular, a circumstance of great importance in gaining popularity with a radio audience. On these programs of the past year were presented approximately 115 persons representing Agnes Scott; these included about 75 students, 20 members of the faculty and administration, and 20 alumnae. In bringing members of the faculty, Alumnae Association, and student body before the public in this way, the director of the programs made an effort to represent Agnes Scott comprehensively: to bring to the radio audience members of the faculty in short talks on social, political, and scientific subjects of current interest, and in artistic programs; to present the diverse activities of the campus and the work of alumnae in varied professions, in order to inform and interest the public in what the Agnes Scott girl is doing on the campus and what she does after graduation. The primary purpose of all the broadcasts has been to create by the sense of sound a personal familiarity with the College not always achieved by printed advertising. With this aim, an effort has been made to select speakers with pleas-

ing voices and the ability to present their subjects concisely and interestingly. There has been no attempt to have through these programs a "radio university" or to suggest any short cuts to education. We have endeavored only to retain the interest of those already interested in the college, and to create an interest among those who know little about us. The chairman of the Publicity Committee considers the establishment of regular broadcasts to be the most important work of the committee during the past year, and she wishes to express her appreciation of the invaluable service of the director, Mary Catherine Williamson.

Respectfully submitted,
Janef Preston,
Chairman.

REPORT OF THE COMMITTEE ON PREPARATORY SCHOOLS

The Chairman of the Committee on Preparatory Schools has scarcely any report to make, as this work has been taken care of so excellently by Penelope Brown, Field Secretary. She has visited many high schools in different sections of the country, and has made a most favorable impression, both for herself and for the College, on the high school girls. A full account of her work will be found in her report.

In the slate for the officers of the Alumnae Association for 1934-1936, it is noted that Penelope Brown is nominee for the Chairman of the Committee on Preparatory Schools. The present chairman feels that this is a wise selection, as the combination of the committee with the Field Secretary will prevent a duplication of reports.

Respectfully submitted,
Vallie Young (White) Archibald,
Chairman.

REPORT ON PREPARATORY SCHOOLS 1933-1934

Since the Field Secretary of the Agnes Scott Alumnae Association is in her work in close contact with the high schools and for the main part really represents the Association in this branch, the report of the Preparatory Schools Committee has been turned over to that office. The report is as follows:

The work this year, 1933-1934, can be divided into two classes: (1) Work in the South with public high schools, talking and showing the movies to groups of various sizes—traveling in the college car entirely; and (2) work in the North, with the private preparatory schools, contacting headmistresses rather than students, travel by train entirely. This last was a new feature and largely experimental. It has been felt for some time that definite

steps should be taken to gain closer contact with private schools.

The Secretary traveled for the most part of the time from October 17 through April 28. She visited 111 cities in 9 states. 151 schools (149 high and 2 junior high) were contacted. Talks to groups were made in 90 and principals seen in 61 schools. The movies were shown in 77 schools, and an innumerable number of times to alumnae, parents, and prospects in groups and individually. Approximately 250 alumnae outside of Atlanta and Decatur were seen in group meetings (of which there were 12), at home, or at the schools. The alumnae were again most helpful as contacts for schools, hostesses, traveling companions and aids of all sorts. Dorothy Hutton, '29; Martha Skeen, '34; Elinor Hamilton, '34, and Louise Stakely, '32, accompanied the secretary on different trips. Diana Dyer, '32, represented Agnes Scott at College Day in Greensboro, N. C., at the request of the office.

Approximately \$378.70 was spent on traveling expenses while on trips. The reasonableness of this amount is again due to the lovely hospitality and splendid co-operation of the alumnae in each city; and much thanks is due to each and every one who helped in any way.

When the Secretary was at the College a great deal of work was done through correspondence with the high schools. In September letters and notices of the competitive examinations were sent to:

- (1) Those schools visited, 1932-1933;
- (2) Those schools represented in the Competitive Exams, 1932-1933;
- (3) Certain picked private schools.

Notices were sent without letters to approximately 1000 schools. As a result of all this, about 120 took the examinations. Catalogues and bulletins were sent to certain chosen schools from time to time during the year. Representatives from schools (Chattanooga, Columbus, and Cartersville) were invited to the College as guests for May Day. After each trip, letters were written to the principals of each school visited, thanking them for their cooperation. Annuals (12—all available) were sent to chosen schools. Follow-up work for individuals was done by the office, by the Secretary and by members of Mortar Board (as part of their project).

Respectfully submitted,
Penelope Brown,
Field Secretary.

REPORT OF HOUSE AND GROUNDS COMMITTEE

The care and upkeep of the garden has been the chief endeavor of this committee. We have weeded and worked it as often as possible throughout the year. The balance

of \$114.67 has been paid on the garden with the understanding that the pledged amounts be turned in as quickly as they come in.

Since the completion and upkeep of this garden is dependent upon the alumnae clubs and since this is a major project of the alumnae groups, we would like to urge as many clubs, far and near, to pledge a definite sum to the upkeep of it. A hundred dollars is necessary for a year's maintenance and this could so easily be done with ten clubs pledging \$10.00 a piece. So please, alumnae, take this message back to your groups.

It is a worthwhile undertaking and we must go forward in its development. Many plants and seeds, as well as plant food, are needed, and your committee can accomplish a great deal more if it has your support and also has a definite amount to make these purchases.

Many on the campus have told us of the joy the garden gives and we are sure that it will give even greater pleasure as it grows and is better equipped.

Your chairman takes a great deal of pride in development of this garden and hopes that it will be allowed to continue to grow and to spread its beauty throughout succeeding years by the loyal support of alumnae everywhere.

Respectfully submitted,
Louise (Brown) Hastings,
Chairman.

REPORT OF THE LOCAL CLUBS COMMITTEE

The work of the Committee on Local Clubs has again been carried on mostly through the alumnae office, the help of the Field Secretary being invaluable.

During the year 1933-1934, eight (not including Atlanta and Decatur) of the 22 cities where local clubs of the Agnes Scott Alumnae Association are organized were visited by the Field Secretary, Penelope Brown. In five of these (Birmingham, Jacksonville, Miami, Columbus, Ga.; Columbia, S. C.) meetings were held in the afternoon or night at one of the members' homes. The movies were shown and campus gossip and latest news of the College given to the alumnae. In the three other towns (New York, Greenville, S. C., and Montgomery) groups met not as a club, but informally, either at some place convenient, a home, or school, to see the movies. In five other towns, where there are no organized clubs (Tampa, Augusta, Ga.; Dalton, Ga.; Madison, Ga., and Savannah) groups met to see the pictures. The Secretary tried in every town visited to let the alumnae know that she was coming and to get them together if they wished. Many times several came to the high

schools. The "get-togethers" did not materialize in many places. Where there were no group meetings of any kind the Secretary tried to get in touch with the alumnae by other means, calls, telephoning, etc.

The Secretary has tried also to keep in touch with the Atlanta and Decatur Clubs, but has been in the city so few times on the day of meeting that it has been difficult to attend with any regularity at all.

In addition to the contacts of the Field Alumnae Secretary, the Alumnae Secretary accompanied her in Savannah, Tampa, Jacksonville, and Miami. She has also regularly attended the meetings of the Atlanta Club, the Decatur Club and the Business Girls' Group of the Atlanta Club.

Two new clubs have been organized: A Los Angeles, Calif., Club and a State-Wide Mississippi Club. Thanks to the efforts of Elaine Exton, ex-'31, the organizer of the New York Agnes Scott Club, the Los Angeles group came into organized activity. The Mississippi group was organized on Founder's Day under the direction of Annie Tait Jenkins, '14, and Sarah (Till) Davis, '22.

A club bulletin has been sent from time to time to organized groups, and form letters about the garden sent to all organized clubs from the Alumnae Secretary, the Chairman of the Grounds Committee. Pictures of the garden, paid for by the Alumnae Association, were enclosed.

Alumnae club projects have included the following: by the Atlanta Club a bazaar before Christmas, a bridge party in the spring, a luncheon in the fall, a trip to Sears Roebuck, a party for high school seniors in March, and a tea at the time of the meetings of the Georgia Federation of Women's Clubs in April; by the Decatur Club a benefit dinner and a trip to Sears Roebuck Company, the party for the children of alumnae during Commencement week-end; and by the Columbus Club, a trip for four prospective high school students to Agnes Scott May Day and Senior Opera.

The following donations have been made by clubs:

Gift of \$500.00 to the College by the Atlanta Club.

Tea Room curtains by the Decatur Club.

Check from Baltimore Club for use of a deserving student second semester.

Gift of \$5.00 from the Knoxville Club which made possible new curtains for the upstairs bedrooms.

Gift of fine specimens of cactus plants from the Los Angeles Club.

Gift of 100 yellow tulip bulbs from the Lynchburg, Va., Club.

Gift of linen luncheon sets from the New Orleans Club last May, too late for last year's report.

Gift of \$7.25 from the Tuscumbia, Sheffield and Florence, Ala., Club which was used for new curtains for the upstairs sitting room.

The following local clubs met on Founder's Day:

Birmingham, Ala.
Montgomery, Ala.
Tuscumbia, Sheffield, and Florence, Ala.
Atlanta, Ga.
Decatur, Ga.
Mississippi.
New York City.
Western North Carolina.
Charlotte, N. C.
Columbia, S. C.
Knoxville, Tenn.
Memphis, Tenn.
Richmond, Va.

In looking over this report the attention of the committee chairman is called to the cooperation with which the alumnae clubs have responded during the year. The three purposes and aims of the clubs as suggested last year, viz: keeping alive interest in Agnes Scott, cooperating with the College in creating interest among good prospective students at Agnes Scott, and making some material gift to the College, have been accomplished to a great degree. And may we ever be as loyal to our Alma Mater.

Respectfully submitted,
Emily (Spivey) Simmons,
Chairman.

REPORT OF THE CURRICULUM COMMITTEE

The Curriculum Committee, the Alumnae President and the Alumnae Secretary met with Dr. McCain at the College in October and planned the following program for the third Alumnae Week-end:

Friday, December 1, 1933:

- 10:00-10:30 A. M.—"Books," Margaret (Bland) Sewell.
10:30-11:30 A. M.—"The Cuban Situation," Miss Florence Smith.
11:30-12:30 P. M.—"Fundamentals of Child Rearing," Dr. W. W. Young.
12:30- 1:30 P. M.—Luncheon in White House Dining Room.
1:30 - 2:30 P. M.—"Christ in Art," Miss Louise Lewis.
2:30- 3:30 P. M.—"Macbeth," Dr. George P. Hayes.
3:30- 6:00 P. M.—Book Exhibit in Main Building.
8:30 P. M.—Dance Recital, Miss Isabel Cooper.
10:00 P. M.—Reception for Miss Cooper.

Saturday, December 2, 1933:

- 8:00-10:00 A. M.—Visiting classes.
10:00-10:30 A. M.—Chapel.

10:30-12:30 P. M.—Visiting classes.

4:00- 6:00 P. M.—Annual Home-Coming Tea.

In making up the program, the Committee based the selection of subjects and speakers on suggestions from alumnae. Since the first week-end, there has been a prevailing sentiment favoring lectures by our own faculty. We are proud to have been able to make up a program, with one exception, from our own faculty and alumnae.

After the plans were completed, three stimulating letters were sent out from the alumnae office, revealing the plans and urging attendance. Under the able direction of our publicity chairman, Janef Preston, students displayed their ability in publishing impressive and effective notices in the *Agonistic* and in the *Atlanta* papers.

The January Quarterly carried a list of those who registered for the lectures, luncheon and tea—approximately one hundred. We regret, however, that registration was not complete; many attended who did not register. In the same Quarterly, Fannie G. (Mayson) Donaldson most adequately reviewed the week-end and gave a resume of each lecture. Margaret (Bland) Sewell's talk was printed in full.

There have been many general statements regarding the whole plan of the week-end, but few concrete criticisms and suggestions for subsequent programs. The plan of one full day with lectures in the morning and afternoon rather than two half days seems to have met with general approval. We are passing on to the incoming committee one suggestion which has come to us, but upon which we have taken no action—that the Home-Coming Tea on Saturday be abolished and, in its place, a joint meeting of the Atlanta and Decatur Clubs be held during the fall. The annual tea was well established long before the week-end was instituted and is not a child of the Curriculum Committee. The tea is in honor of Miss Anna Young and is a birthday party to the Alumnae House and it does not seem to fall within the jurisdiction of this committee to abolish it or recommend such a step. Names suggested for membership on the Curriculum Committee are filed in the office.

We are indebted to Dr. McCain and the faculty for their generous cooperation in planning the week-end and making it a success. We are grateful to the speakers who so beautifully gave their time and thought to the program. I am personally grateful to the members of my committee and especially to the Alumnae Secretary who responded so willingly and carried out details in the emergency of my unavoidable absence and inability to serve during part of the term. I appreciate the privilege

of having served on this committee for the past two years—the personal gain means a great deal to me.

To the new committee we relinquish the pleasure of planning the alumnae courses of study and the challenge to stimulate continued study after college in the spirit of our Alma Mater.

Respectfully submitted,
Mary Ben (Wright) Erwin,
Chairman.

REPORT OF COMMITTEE ON CONSTITUTION AND BY-LAWS

The committee on Constitution and By-Laws begs leave to submit the following report:

The provisions of your Constitution and By-Laws seem, in the main, to be adequate for present needs, since no necessary addition to or deletion of the paragraphs therein has come to the attention of your committee, save one. That one suggestion concerns Article IV, h, of the By-Laws.

It is submitted that:

Since it is the duty of the Preparatory Schools Committee to "... present the advantages of Agnes Scott College to the students of accredited preparatory schools, by methods approved by the Executive Committee," and

Since it is the present general policy of the College to retain a regular Field Alumnae Secretary, and

Since it is within the office of this Secretary to visit all preparatory schools within range of Agnes Scott, and to present data indicative of the standing of the College, and

Since her position is such an advantageous one for gathering information to present in concrete and workable form,

It is recommended that:

The Field Alumnae Secretary appointed by the College, be hereafter named ex-officio the Chairman of the Preparatory Schools Committee.

That provisional amendments to be effective in and during the continuation of the College's present program for a regular Alumnae Field Secretary, be added to Article IV, section h, and that said amendments be numbered, h (1), and h (2), and that they read respectively as follows:

h (1) The Field Alumnae Secretary appointed by the College shall be ex-officio chairman of this committee, this section to become void in the event of the discontinuance by the College of the practice of appointing a Field Alumnae Secretary.

h (2) The restriction set out in Article II, section 4, of the Constitution shall have no application to this ex-officio member.

Respectively submitted,
Patricia Collins,
Chairman.

REPORT OF THE STUDENT LOAN COMMITTEE

Receipts

Balance on hand from 1932-1933 session	\$30.14
Savings bank interest	.22
Repaid loan	15.00
Repaid loan	25.00
Total	\$70.36

Disbursements

Loan made	\$20.00
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Balance on hand May, 1934	\$50.36
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In July, 1933, nine former students who still owe this committee money were written individually. The letter called attention to the fact that there are students now in College who would be eligible for loans, if there were sufficient funds to enable the committee to make them. Each of the alumnae was urged to repay her loan at the earliest date possible. One alumna responded with a check for \$15.00 as part payment of her debt. Of the other eight only one made an explanation of her not being able to meet this obligation then.

A loan was made for a student now in College. This amount (\$20.00) was repaid during the session.

There is now \$1,000 out on fourteen alumnae accounts and \$45.00 out on one student account.

An appeal is made again to alumnae to replace their loans at the earliest moment possible, so that this committee can function more successfully and make it possible to lend money to students who are deserving.

Respectfully submitted,
Hattie Lee (West) Candler,
Chairman.

REPORT OF THE ENTERTAINMENT COMMITTEE

During the past year the Entertainment Committee has functioned on seven occasions at Agnes Scott.

A tea for the new students was given at the Alumnae House on September 15, the purpose of this tea being to familiarize the new students with the usages of the Alumnae House. Eighty-three guests called during the afternoon.

On Saturday, October 28, the Entertainment Committee gave a tea for those who had taken part on the Agnes Scott radio programs, thus showing our appreciation of their work for Agnes Scott. Twenty-five guests called.

On December 2 the Committee sponsored the annual Home-Coming Tea at the Alumnae House. Fifty-three guests, including faculty and alumnae, called during the afternoon. Members of the Granddaughters' Club served.

The Alumnae Secretary entertained members of the Granddaughters' Club at two informal meetings this year, one meeting taking place in September and the other in May. These meetings were sponsored by the Entertainment Committee.

The Committee gave a tea for the Senior Class in the Alumnae Garden in May, at which time eighty-six guests called. Members of the Granddaughters' Club again assisted.

At Commencement this Committee took charge of procuring flowers and decorating for the annual Trustees' Luncheon. The Committee also entertained at Open House in the Alumnae House on Saturday of Commencement.

The following will show what disposition the Entertainment Committee made of the money allotted it this year.

September, 1933—	
Freshman Tea	\$10.00
Granddaughters' Meeting	1.35
October, 1933—	
Radio Tea	4.68
December, 1933—	
Home-Coming Tea	14.41
May, 1934—	
Senior Tea	6.85
Granddaughters' Meeting	.80
Open House	12.75
	\$50.84

The Entertainment Committee would recommend that two changes be made in the schedule of entertainments:

1. That the Senior Tea be sponsored by the Atlanta and Decatur Clubs and that only the alumnae and faculty be invited to the Open House at Commencement Week-end.

2. That the Thanksgiving Tea be abolished, as the purpose of this meeting was social contact between alumnae and members of the faculty. Mrs. Eagan suggested that the purpose could be better accomplished by a joint meeting of the Decatur and Atlanta Clubs at the Alumnae House, with the faculty invited in for tea.

Respectfully submitted,

Margaret (McDow) MacDougall,
Chairman.

REPORT OF THE HOUSE AND TEA ROOM COMMITTEE

The House and Tea Room Committee begs to submit the following report for the session 1933-1934.

At the end of May, 1933, the existing Tea Room debt to the Alumnae Association was \$152.63. There was on hand at that time a balance of \$100.00. As it was necessary for the manager of the Tea Room to have some cash to buy supplies in September, this money was reserved for that purpose. During this session three payments

have been made on the debt—one in December of \$40.83, and one in March of \$56.84. \$54.96 was paid in May of this year.

Receipts: September-June ----\$3942.38

Disbursements: September-June 3942.38

The Tea Room has operated at a loss the past year both to the Alumnae Association and the manager. The loss in rent amounts to \$136.00 from September through May, while the loss to Mrs. Nisbet is \$179.78 for the same time.

Last summer the Alumnae House was redecorated at a cost of \$264.00. Half of this amount was paid by the alumnae and the other half by the College, the latter being taken out of the money given by the College.

\$4.53 was obtained from the sale of magazines and the money used to buy rugs for one of the bedrooms. \$33.95 was returned by the Decatur Bank & Trust Company. This money was used for the following improvements: \$22.95 for paint and labor for Tea Room furniture; \$9.00 for additional cups and saucers; \$2.95 for kitchen equipment.

During the session, fifty people have stayed in the Alumnae House. Two non-alumnae, Miss Elizabeth Coddington and Miss Louise Miller were allowed to have rooms in the House at \$15.00 a month. The Alumnae Association authorized this action in view of the fact that there was a Tea Room debt and money was needed badly.

At the meeting of the Tea Room Committee on October 30, 1933, the committee recommended to Mrs. Nisbet that she try serving sandwiches and drinks cafeteria style at the noon hour. Complaints were reported at this meeting that some prices were high and that the service was very slow. Commercial sandwiches at five cents each were ordered and sweet milk at five cents a glass was served in addition to the usual menu. Sara Bowman talked to the students and Dorothy Hutton made an appeal by letter. A special effort was made to reach the day students and interest them in coming to the Tea Room. The manager reported fairly good results from this change.

Mrs. Nisbet stated that she could not continue as manager another year without a guaranteed salary. The committee decided that a salary could not be guaranteed at the present time in view of the losses of the past year and with no promise of trade being better another year.

The Committee wishes to express to Mrs. Nisbet their appreciation of her work, especially her efforts during the past year.

Respectfully submitted,

Imogene Allen,
Chairman.



A Word of Appreciation to the Alumnae: The Alumnae Field Secretary wishes to take this opportunity to thank the alumnae, individually and collectively for their splendid cooperation in making it possible for work to be done in the various high schools in the cities visited in the past two years. Without the help of clubs in many places and of individuals and groups in others, much of the work could not have been done and traveling expenses could not have been kept as low. The alumnae simply outdid themselves in hospitality. The secretary wishes to express appreciation to each personally for herself, and officially for the Association and the College.

Penelope Brown, Field Secretary.

* * * *

The Alumnae Garden Roses are said to have attracted the attention of a visitor from Leamington, England, known the world over for its own wonderful roses. The pergola has been beautiful for the month of May and the many visitors at Commencement time got to enjoy them too.

* * * *

Elinor Hamilton, '34, will succeed Penelope Brown, '32, as Field Alumnae Secretary next session. Elinor is a member of Mortar Board, a Phi Beta Kappa, Editor-in-Chief of the 1934 Silhouette, and altogether a well-qualified successor to Penny, as fine and thorough as she has been in her work.

* * * *

264 Students This Session were in College on service scholarships; that is, they gave back to the College some measure of service for their tuition. Of this number, 140 answered the dormitory telephones on a regular schedule from eight in the morning until ten-thirty at night and all during the week-end.

* * * *

The Hopkins Jewel was this year awarded to Nelle Chamlee of Canton, Ga.

A Handsome Silver Service, consisting of two coffee urns, two cream pitchers and sugar bowls, and two trays, was recently given the College by Student Government from funds returned from the Decatur Bank and Trust Company.

* * * *

A Portrait of Dr. McCain is felt to be a real need. To this end Student Government is working yearly. A sum of money was laid aside by them this year, and added to it was \$58.50 from the rent of hoods this Commencement.

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Granddaughters have held the following honors and offices on the campus this session: Lucy Goss, '34, was elected to Phi Beta Kappa, was named "Miss Health," and was President of the local chapter of Chi Beta Phi Sigma. Elizabeth Winn, '34, was President of Mortar Board and Pi Alpha Phi, and was elected to Phi Beta Kappa. Mary Hamilton, '34, was elected to Phi Beta Kappa, was Editor-in-Chief of the Agonistic. Charlotte Reid, '34, was Vice-President of Student Government, President of the Granddaughters' Club, and May Queen. Elaine Heckle, '34, was President of Blackfriars. Florence Preston, '34, was President of the Student Volunteer Group. Alberta Palmour, '35, will serve as President of Student Government in '35. Martha Redwine, '35, will be President of the 1935 Y. W. C. A. cabinet, and the 1935 Graddaughters' Club. Elizabeth Forman, '36, will be Junior Class President next session, has served as Secretary and Treasurer of the 1934 Granddaughters' Club. Virginia Gaines, '36, will be Vice-President of the 1935 Granddaughters' Club. Fannie B. Harris, '37, has been freshman representative on Student Government this session. Barton Bush Jackson, '37, will serve as Secretary and Treasurer of the 1935 Granddaughters' Club.

The Beck Memorial Scholarship of \$2,000 a year for one, two or three years of graduate work was awarded to Virginia Heard, '33. Virginia competed against candidates from Emory and the University of Georgia. We are signally proud of her achievement.

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The Quenelle Harrold Fellowship has been awarded to Laura Robinson of the class of '31.

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Nine of the Class of '34 were graduated with honors, five of that number with high honors.

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A Silver Punch Ladle was recently sent to the Alumnae House as a gift by Agnes Scott Donaldson, '17. This is a handsome piece of silver, and is especially valuable as it is marked with the initials of Agnes Scott, for whom our College was founded.

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The Mortar Board Quarterly carried the following accounts in a recent issue: "In recent years, through the mutual cooperation of faculty and students, an easy relationship between the two groups (at Agnes Scott College) has come to exist. The following ways have worked with success. The fall gymnasium season closes with a faculty-senior volley-ball game. Throughout the year the faculty members participate in intercollegiate tennis matches and serve as referees and umpires for other athletic games. On Sunday afternoons faculty members hold informal 'open house' to which students are invited. During the year various faculty members have charge of Tuesday night prayers and mid-week coffee. Traditional Senior Coffee offers an opportunity for faculty and seniors to meet informally for a few minutes after Sunday dinner. A growing realization of the need for a closer relationship between students and faculty for a closer unified college life has brought on a series of new projects, many yet to be tried." Signed by Mary Ames, '34; and "Mortar Boards are proud of: Janef Preston of Agnes Scott because she is a leader of young women; because of the beauty of her poetry which has been published widely."

New Class Secretaries include the following: Lucile (Little) Morgan, '23; Cora (Morton) Durrett, '24; Emily (Spivey) Simmons, '25; Grace (Fincher) Trimble, '32, and Isabel Lowrance, '34.

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The Columbus, Ga., Club has elected the following officers: Hallie (Alexander) Turner, President; Marjorie Gamble, Secretary and Treasurer; and Antoinette (Blackburn) Rust, Publicity Chairman.

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The New Orleans Club is again working on luncheon sets for use in the Tea Room. An attractive supply from this group last year helped make the Tea Room more inviting this session. Helen (Lane) Comfort is the newly elected President of this club. The group entertained prospective Agnes Scott students at tea in May.

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The Los Angeles Club recently sent the Alumnae Association a wonderful selection of cacti and other plants well-known to Californians. This gift was made possible by a shower of the members in April.

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1919 Alumnae Phi Beta Kappas initiated on May 26 were: Mary Lois Eve, Margaret (Leech) Cook, Frances (Sledd) Blake, and Marguerite (Watts) Cooper.

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The Agnes Scott College Broadcasts will continue every Wednesday afternoon from five until five-fifteen, Atlanta time. These programs are under the able direction of Janef Preston, Chairman of the Publicity Committee.

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Mortar Board elections at Agnes Scott this spring named the following ten girls for the 1935 session: Mary Green, Loice Richards and Nell Pattillo of Decatur; Mary Boggs of Birmingham; Mary Jane Evans of Fort Valley; Anna Humber of Clarksdale, Miss.; Frances McCalla of Little Rock, Alberta Palmour of College Park; Martha Redwine of Fayetteville; Caroline Long of Statesville, N. C.

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A Year's Extension on campaign pledges has been granted. \$1,100,000 of the pledged \$1,500,000 has been collected to date.

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No Student Expulsion is the fine record of the Student Government Association for the past year.





FOR REFERENCE

**NOT TO BE TAKEN FROM
THIS ROOM**

